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ABSTRACT

Established in 1973, Standing Rock Community College serves the Standing Rock Sioux Reservation by providing education and training to all interested persons who can benefit from the effort, by providing service at a lower cost since families can remain at home, by having an open admission policy, and by being flexible so that the greatest good can be attained for the largest number. This document is a study conducted by the administration, faculty, staff, and other constituencies of Standing Rock Community College in preparation for its initial accreditation visit in April 1984. The purpose of the study is to provide complete descriptive information about the institution; it is organized around the four evaluative criteria of the North Central Association. Part 1 establishes that the College has a purpose derived from the history and conditions of the people it serves and that the purpose is public. The second part examines resources, management functions, instruction, and student/community services. Part 3 reports a steady growth of enrollment to 235 students in spring 1984, and notes efforts in efficiency in both facility care and student services. Part 4 demonstrates that the College has short and long term goals for organizing its resources and achieving results. (BRR)

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SELF STUDY

STANDING ROCK COMMUNITY COLLEGE

MARCH, 1984

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SELF STUDY

STANDING ROCK COMMUNITY COLLEGE

MARCH, 1984

COMPILED BY
STANDING ROCK COLLEGE STAFF
WAYNE STEIN/ PRESIDENT
EDITED BY DR. JACK BARDEN

PREFACE

This document is a study conducted by the administration, faculty, staff, and other constituencies of Standing Rock Community College in preparation for its initial accreditation visit in April of 1984. Its purpose is to provide the reader with complete descriptive information about the institution. From this descriptive information, conclusions about the institution are drawn.

It is organized around the four evaluative criteria put forth by the North Central Association for the accreditation of institutions of higher education. The early portions of the study establish that Standing Rock Community College does, indeed, have documents reflecting a mission appropriate to an institution of higher education and the authority to carry out that mission. The second segment in which functions are discussed points to the second criterion, that the institution organizes its resources to the end that the mission is fulfilled. The third criterion, that of establishing that there are results achieved from this organization of resources, is addressed in the third section. And finally, plans demonstrating that the institution has the capacity to continue to organize resources and achieve results in the future are presented.

Work on this study began almost immediately following the departure of the second biennial evaluation team in 1982. This team impressed upon the institution the speed with which two years would pass. Work at a preliminary level was started at that point. Given the nature of the organization, the Administrative Council, because of its access to all staff and its centrality to the management of the College, served as the coordinating committee. This is not to say that the work was all done by that committee. Rather, the actual work of preparing the contents of the study was widely dispersed throughout the College. The Administrative Council retained the responsibility for final writing and editing of the document.

The spirit in which the self study was approached is indicative of the fact that the institution uses all such required reporting as means through which to develop the

College beyond its current position. The study has allowed an opportunity to focus on strengths and problems, current and historical, of the College. Of particular benefit has been the opportunity to take these strengths and problems to other constituencies - Board of Trustees, faculty, students, community members - for their valuable insights and inputs. Although primary responsibility for the document has rested with the staff and administration of the College, the interest and enthusiasm found in these other constituencies during a time when the College is preparing for an event of signal importance, illustrates the cooperative and true "community" nature of the College.

While many things remain to be done at SRCC in order to bring it to the level of service that it truly desires, all components of the institution have the firm belief that the College has progressed to a point that initial accreditation is justified. This document supports that contention.

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CRITERION 1

In this part of the self study document, Standing Rock Community College establishes that it has a purpose derived from the history and conditions of the people it serves. It further shows that this purpose is public. It also gives a brief sketch of the context within which the College developed and the kind of student it serves.

INTRODUCTION

It is a well established fact that modern Indian reservations are places in which poverty, unemployment and other social ills are common. Most Americans see only the "plight" of the modern American Indian. And, this is,of course, true. What people do not commonly see is that modern Indians are doing something about their conditions. Community Colleges located on reservations are one example of constructive movement on the part of tribes.

History

To understand these conditions, it is necessary to have a brief understanding of the history of the relationships between the United States Government and Indian Tribes. The earliest history, of course, involved Indians helping Colonists to survive in the new world. With the coming of the American Revolution, it became necessary to deal with tribes in some way because of the rapid beginnings of the movement Westward. Generally, the U.S. Government dealt with tribes as they would have with any other nation. Treaties were signed, promising various services and payments in return for cession of lands by tribes. The history of the treaties is a subject that bears treatment in at least a major volume and certainly cannot be covered here. Rather, suffice it to say that the treaties generally dispossessed tribes, sometimes without their full knowledge. Later periods saw Indian policy develop into Removal in which peoples were moved from their homelands to other places less desirable to the westward moving settlers. Still later, a policy developed to "civilize" the Indian tribes. Basically, this policy involved the movement of educators to where tribes were with the idea that people could be taught to value the same kinds of things that non-Indians valued e.g. hard work as defined by the settlers, frugality, and the desire to attain wealth individually. Movement through time saw extensions of this

basic policy but little change. For instance, the Dawes Act of 1877 saw to the allotment of land in severalty and the Indian Reorganization Act in 1934 saw tribes being encouraged to organize their governments in much the samo way that other civil divisions organized theirs.

Later in the twentieth century, relocation became the byword. Indian people were moved to off-reservation population centers and were provided with training in various vocational areas. The idea was, of course, to assimilate the Indian population into the mainstream of American existence. The ultimate goal was termination of federal services to Indian tribes.

It was not until 1965 that a new direction was attempted in Indian policy. President Richard M. Nixon delivered a speech in that year which led to the current policy period commonly known as the era of self determination. It is important that this notion be understood since the Colleges formed on reservations beginning in the late 1960's are manifestations of this policy. Indian people have the desire to determine their own destinies and needed an instrument to help. The Colleges are such an instrument.

Standing Rock

The result of all the previous Indian policy specifically on the Standing Rock Indian Reservation in North and South Dakota was high unemployment, poverty, substandard housing, and the social ills that accompany such conditions. The present unemployment rate is given as 79%. Current reservation-wide statistics on poverty are not available, but in a study conducted by Standing Rock Community College during the first semester of 1983-84, nearly 98% of its students fell below the official Census Bureau poverty guidelines. While there is room for error in generalizing from the College sample to the population at large, it is a safe assumption that this high figure reflects fairly adequately the condition of the entire population. The Department of Housing and Urban

Development has made some inroads into correcting substandard housing problems; however, there have not been enough new units constructed to take care of all those who live in substandard housing. And, the method of construction of the houses in clusters has been found to be an unacceptable way of living for many of the people in the area. Alcoholism rates are high and other social problems that normally accompany such conditions are present.

Before conclusions are drawn that life on reservations is a miserable, hopeless journey from birth through death, it is also important to note the strengths that exist in the residents of the Standing Rock Sioux Reservation. For the most part, the family structure is intact and strong. Extended families help each other in a variety of ways. The Reservation also encompasses 2.3 million acres of land that is usable for pasturage and for the production of feed and other crops. A viable tribal government provides policy for the operation of services. And these services are expanding even with funding limitations imposed by the federal government. Tribal officials operate programs to prevent chemical abuse, to treat those for whom prevention is too late, and to provide health education in general to the reservation public. Further, there is a housing authority which operates the HUD housing referred to above. Higher education is a contracted program that the tribe operates. And there is a strong emphasis on economic development through the Tribal Economic Development Operations Center.

This government operates through an elected Tribal Council composed of 14 members and a Chairman. The members are elected from districts throughout the reservation and at large to represent the reservation as a whole. There are eight such districts within the boundaries of the Standing Rock Reservation. Councilpeople hold office for terms of two years, as does the Chairman. The terms of councilpeople are

staggered so that new members are seated each year. This Council serves as the legislative body of the Reservation.

In addition to the legislative branch, the Tribe has a judicial system to interpret the law of both the Tribal Council and the Federal government. Jurisdiction is a problem with a good deal of dispute existing between states and tribes concerning who actually controls aspects of behavior and natural resources, among other things, on Reservation land.

And the Tribe has an Executive branch. The Office of the Chairman is responsible for carrying out the actions of the Tribal Council. This office is also a strong platform for Chairmen to advocate their programs.

In the midst of this structure with its problems and strengths, Standing Rock Community College stands, ready to assist with development in any area and in any way in which the Tribal Government and its various constituencies see fit to use it. Now in its eleventh year of operation, the College has been able to be of assistance to the Tribe on numerous occasions, both in the area of consultation about matters of importance to Tribal Government and in the ongoing work of preparing more enrolled Tribal members to take their places in the structures mentioned above so that the work of self determination can go on.

Founding the College

Standing Rock Community College came into existence at a time when there was a shortage of moneys for higher education and a declining enrollment forecast for state institutions of higher education. There was considerable reason to question the need for such an institution, but the policy makers did not flag in their determination to create a College that was particularly appropriate to the Reservation setting.

At the time of its founding, numerous colleges in the area were expressing interest in being of assistance to reservations. These colleges brought courses to the area in large numbers. The attempt to solve problems through introducing education created yet another problem: too many colleges offering too many courses in the same place at the same time. Programs like Head Start and the Community Action Program offered courses, often the same ones, during the same term. To combat this problem, the Tribal Council appointed a College Committee to determine what the best course of action would be in order to assure that educational opportunities were available but that these opportunities would be administered efficiently and in a way that would benefit the entire reservation.

Bismarck Junior College (BJC) emerged as the choice of the reservation officials to handle all postsecondary educational needs of the reservation. But this choice, while adequate, was seen as being temporary since self determination efforts would dictate that the Tribe would operate its own College. With the cooperation of Bismarck Junior College a grant was applied for from Title III of the Higher Education Act which allowed the establishment of a higher education center located on the Reservation. The goal of this effort was that the Center would become a functioning entity with tribal control and administration. This goal has been achieved.

Students from the area who had in the past attended other state institutions experienced an extremely high attrition rate; as many as 91% of those who entered the University of North Dakota did not persist through graduation. Tribal leaders were painfully aware that the reasons for this non-persistence were not related necessarily to intelligence or to prior background. Rather, the change in social milieu seemed to be the largest contributing factor. The key point was that, for whatever reasons, young tribal members were not obtaining the degrees and the skills needed for the tribe to develop itself as a self-determining entity.

At the same time, it was noted that a large number of individuals who were past the "traditional" college age were interested in attending college. These people, of course, had, in the time between completing their high school or equivalency, taken on other responsibilities such as families or jobs. These prevented them from leaving the Reservation to pursue their studies. Further, many prospective students had established poor records because of their leaving other institutions in mid-term, sometimes without officially dropping. Another factor involved in the establishment of need was that the Bureau of Indian Affairs through its Higher Education Grant Aid programs and its Adult Vocational Training programs was able to fund only a limited number of families to leave the Reservation to obtain higher education or training.

Thus, a number of factors contributed to the desire of the Standing Rock Sioux Tribe to operate its own college. This college would be designed to provide education and training to all interested persons who could benefit from the effort. It would be able to provide this service at a lower cost because families could remain at home during their study. It would have an open admission policy. And it would be structured flexibly so that the greatest good could be attained for the largest number of constituents possible.

With these high ideals and aims, the institution opened its doors in July of 1973. The high ideals were not exactly reflected in the physical plant and personnel. The total budget for the first year of operation, 1973-74, was $100,000 provided under Title III through BJC. This funding was granted to and of necessity controlled by BJC as grantee. The staff consisted of a Project Director, a Comptroller, a Counselor, clerical support, and money for contracting part-time instructors. Since the institution was technically a branch of BJC, most of the part-time instructors were drawn from the ranks of instructors at BJC. Bismarck is approximately 75 miles distant so a good deal of those first budgets were spent in getting teachers to the site to teach.

This was a modest beginning. But hopes and dreams were not so modest. Almost immediately, personnel at the College held dual titles. The titles given above were the titles accepted by Bismarck Junior College and Title III. With the full knowledge of both of these organizations, Standing Rock Community College incorporated with a Tribal Charter and set up its own governance system looking toward the day when it would become an independent College. The Project Director held the second title of President of the College. The Comptroller of the Title III grant was also the Business Manager of the College. And the Counselor was the Academic Dean.

The significance of these dual titles was that it was clear that the Tribe, the Board of Directors, and the staff were serious in creating their own independent entity. Again, this was a major undertaking, given the times.

AIHEC

As further evidence of its seriousness of purpose, Standing Rock Community College joined with other similar institutions as a member of the American Indian Higher Education Consortium with headquarters in Denver, Colorado. This Consortium, also funded by Title III, was designed to provide technical assistance in the areas of Curriculum Development, Research and Development, Cooperative Education, and Accreditation. It provided this assistance until it ceased to be funded by Title III in 1981. And, beyond the formal aspects, the Consortium became a center for all the struggling institutions to gather around and to discuss mutual problems and strengths, providing moral support for all concerned. This Consortium still exists; however, the technical assistance function is de-emphasized and an advocacy function is now its main purpose. Rather than receiving funding through Title III, the Consortium is now supported entirely by the member institutions, another illustration of the growing strength of the Colleges themselves. In

the early days, such a national organization could not have been supported by the Colleges.

Institutional Purpose

This purpose of serving a population which had been underserved prior to its existence and of becoming a viable, stable College is reflected in documents prepared by the College from its inception. The first Title III proposal submitted in 1972 to fund the 1973-74 year contained four major emphases. The first was the development of curriculum to encompass basic general education courses as well as courses designed to strengthen the cultural awareness of students. It further included development of administrative staff to include the positions mentioned above. And, funding was requested to upgrade the development of faculty. It must be noted that not all of these activities were funded. However, the important point was that they were included in the thinking of the early developers of the College. Such developmental thinking is not a part of programs that do not intend to go on to become viable institutions.

After much deliberation, the College chose to organize itself as simply as possible in order to carry out the functions that would lead to the development of quality general and vocational instruction in an institution that was improving administratively and fiscally. Basically, this organization involved an Executive function controlled through the Office of the President, a Student Service function controlled through the Office of the Vice President for Administration, and an Instructional function controlled through the Office of the Dean of Instruction. Over the years, titles have changed but the functions have remained stable. The above organization is reflected in the present operations of the institution.

With this background, it is not difficult to understand why the College has as its philosophy the following statement from the current catalog:

The purpose of SRCC is to provide a diversified educational program to meet the needs of the residents of the Standing Rock Reservation and surrounding communities. Education means different things to different people. For some, a college education means the acquisition of new skills or the improvement of skills for careers and occupations. For some, it means the enrichment of their lives by gaining knowledge and understanding of the world outside their community. For some, it means the sharing of information and experiences of traditional and contemporary Dakota/Lakota culture. SRCC is committed to helping each student realize his/her goals and to serving the larger Reservation community by providing academic leadership and intellectual development.

The philosophy of the institution is made more real through the mission statement. This mission, as currently stated, is given below.

Standing Rock Community College is a two year Community College operated under the authority of a Board of Trustees appointed by the Council of the Standing Rock Sioux Tribe. It serves a variety of constituencies located primarily on the Standing Rock Sioux Indian Reservation. This Reservation is located in a two-county area in both North and South Dakota.

The College provides quality programs in both college transfer and occupationally-oriented areas. Central to each of these efforts is the integration of materials and instruction to aid students in understanding and appreciating the cultures of the tribal groups found in the service area. An extension of this programming is found in Community Service efforts aimed at (1) improving the quality of life of area residents and (2) helping to solve community problems.

The College is small and rural, characteristics which allow it to serve students of diverse cultural and educational backgrounds. It is open to anyone in its effort to provide access to those who can benefit from postsecondary education and to whom the opportunity has not been available in the past. Given that its major constituencies are composed of Native Americans, SRCC approaches postsecondary education with options in mind. The option some students choose is to gain the skills and knowledge to function appropriately in their own cultural milieu; others wish to gain skills and knowledge to allow them to function effectively in the larger society. Some students wish preparation for both options.

SRCC pursues a course which allows it to help students acquire the same depth and breadth of knowledge found in other colleges of its type while helping students to see the impact that cultural factors have int he interpretation and understanding of this knowledge. The result is graduates who can be successful either in the larger society or in working toward the tribal goal of self determination at home.

It can be seen that the organization and functioning of the College allows for each of these elcments to be addressed. Institutional goals are set so that they can be accomplished by one of the three major divisions of the College: Executive, Student

Services, or Instruction. The following part of this section contains the major goal set for achievement during a three-year time frame by each division. This time frame includes the current year. These goals were developed primarily by the Administrative Council in consultation with students, faculty, trustees, and community individuals. It can be seen that the achievement of Divisional goals provides a reasonable assurance that the mission, as sketched above, will be attained. Goals, by Division, are given below

Executive

Improve conditions so that the institution makes maximum progress toward self sufficiency with the resources available.

Instruction

Provide instruction and instructional support so that students are served with occupational programs appropriate to the needs of the area and with academic programs for those who wish to develop in this way.

Student Services

Provide support services to assure that students receive sufficient financial aid, advisement, and counseling for their needs and recruit new students with access and expansion of constituencies as a goal.

Shorter range objectives designed to achieve these goals and encompassing a shorter time span are given by division below:

Executive

1. Improve governance of the institution through Board training, improved policy analysis and better information.

2. Improve financial management, especially areas related to control and budgeting so that greater use can be made of available resources.

3. Develop planning capabilities so that a planning process leading to updated plans on a yearly basis will be in place by the end of the 1983-84 school year.

4. Build on current research capacity to the end that a complete data system related to students, faculty, process, outcomes, and costs is in place by the end of the 1984-85 school year.

5. Develop the research process so that a regular means to obtain "input" from constituencies served is available.

6. Improve the public/community relations process currently existing through the development of materials tailored to meet the needs of constituents served.

7. Utilize the computing facilities currently available to their fullest extent in registration, financial aid, instructional, administrative and general reporting.

8. Plan for and implement fund-raising activities in the private sector so that the beginnings of an endowment are in place.

9. Institute a program of systematic maintenance and replacement of physical facilities to include planning for maintenance and replacement.

10. Lay groundwork for campus expansion in both the main campus and in expansion to communities.

Instruction

1. Develop a system of faculty evaluation so that more specific criteria are involved in this process.

2. Develop a means of economic delivery of courses to students located in outlying communities.

3. Explore with area planners and businessmen the development of new occupational programs for the College.

4. Expand remedial programs so that all students who desire to be served by the College will have the ability to be so served.

5. Expand non-credit offerings as the need is made known.

6. Continue to work toward integrating culturally-related materials into all aspects of the general education and occupational curriculum.

7. Revise policies and procedures currently in existence for the College Library.

Student Services

1. Expand student services to provide more complete services to individuals living in outlying communities.

2. Include training in advisement in the faculty development program so that, at the end of 1983-84, each student will have a skilled advisor.

3. Expand counseling beyond current uses in dealing with student status to include uses in personal/social counseling.

4. Build on the current recruitment program to raise the student body size to 250 FTE students.

5. Develop more options in student activities and organizations so that the quality of student life in the institution is improved.

It can be seen that, if each of these shorter range goals is achieved, progress will be made toward the overriding goals of each division. And, if these overriding goals are reached, the mission will be fulfilled.

Student Body

Data has been collected on students for a number of years. Only recently have efforts to make this activity more systematic been undertaken. Data from the Fall collection, 1983, are used to describe the student body currently enrolled at the institution. The average age of students is 29 years. Of the 106 individuals responding to the questionnaire, 40 were male and 66 were female. Thirty eight reported that they were married and 66 reported that they were single.

Of this group, 4 people reported that their father had either completed college or completed a graduate or professional degree. Eight reported that their mothers had done so.

Fifty one said that they had been primarily unemployed for the year preceding their enrollment at the College. Six said they were currently working.

Sixty indicated that the level of their lasr formal education was high school. Twenty had last attended trade or technical school. And, 24 had attended another college immediately prior to attending SRCC. When asked when they had last attended these schools, 32 responded that they had attended a school for credit within the last year. Thirty five said between one and five years before their enrollment. Sixteen indicated that they had last studied for credit between six and ten years ago and 17 said more than ten years ago.

Thirty five felt they could keep up in school quite easily when their family and work obligations are considered. Fifty said it would require condiderable work and sacrifice. Nineteen indicated that they thought college would require a lot of sacrifice. In line with this, 92 reported that their families were encouraging and told them they should go. Only one student reported family and friends were discouraging.

Thirty one of these students learned of the offerings of the College from another SRCC student. Sixty learned of it from a family member or friend. None said that they had learned of it through radio advertisements. And, 13 had gotten their information through newspapers.

Eighty four individuals responded to an item requesting them to identify the major reason why they had deferred their education until now. The need to try to find work was cited by 26 of these students. Nine said they were needed by their family. Financial aid was given by 19 and lack of self confidence by 15.

Students were asked what their major interests were. General studies was selectd by 37; business fields by 26; Human Services by 21; Criminal Justice by 15 and Agriculture by 2.

Reasons for selecting SRCC over other schools primarily involved convenience of location and the availability of financial aid assistance.

Accreditation Activities

It is clear that the College has always had the intent to be a legitimate institution. Initially, this intention was made manifest by means of assuring that all credits granted by the College were also credits granted by Bismarck Junior College. That is, the legitimacy of the credit was initially assured by another institution through their quality assurance mechanisms. As SRCC took over more and more of the functions of an institution of its nature, it became necessary to assure quality locally. It was at this point that a relationship with the North Central Association was begun.

Discussions about accreditation had been undertaken locally early in the career of the College. The need for accreditation as both a legitimizing activity and as a spur to institutional development began seriously in late 1976. Preparation for an application for candidate status began then. The visit for candidate status took place in February, 1978. The team recommended candidacy and Commission action affirming that recommendation followed. The normal biennial visits have been conducted on schedule in 1980 and again in 1982. Below is a brief summary of the concerns that each of the three teams which have visited the College had and the efforts that the College has undertaken to eliminate them as concerns.

The team that recommended candidacy in 1978 had concerns related primarily to the student service area of the College. They indicated that the College:

*should make a greater recruitment effort
*should add staff in academic and vocational counseling
*should enlarge its extra-curricular selection
*should formalize arrangements with Indian Health Service

As evidence that the College took these recommendations seriously where it could, it now has a Life/Career Development Center which has the responsibility of providing career and other kinds of counseling for students. The offerings beyond the curriculum have

expanded dramatically to include the beginnings of inter-scholastic athletic competition and other student initiated activities. The matter of recruitment has been addressed and an effective means of recruiting, developed using data collected concerning how effective various methods had been. The recommendation to formalize a relationship with the Indian Health Service for student health was thoroughly looked into. The conclusion was that the formalization of such a relationship was unnecessary since all students are already provided these services under federal responsibilities.

Along with these concerns, the first team noted strengths. Specifically, this team said that:

*SRCC had an "excellent" financial aid program
*SRCC made outstanding efforts to inform students of financial aid
*SRCC was characterized by cooperation between faculty and administration
*SRCC instructors made a strong curriculum through tutorial efforts
*SRCC attempted to place and follow up on its graduates
*SRCC students were satisfied with student services

The next team to visit the institution came in April, 1980. This team again focused on the entire institution. The concerns that they found related more specifically to curriculum and finances. They noted that small numbers of students in certain programs, notably one in Licensed Practical Nursing, could jeopardize such programs. This concern proved prophetic because the institution was forced, for financial reasons, to drop this program, even though the small number of students served were indeed served well. They further noted a concern that dependency on grants from the federal government limits the College. While finances are always a concern, the College attempts to impress on those who study it that the dependency is not totally on grants. Rather, it is a dependency on appropriations from the federal legislature which operate in much the same way that other institutions must rely on funding from their state legislatures. Therefore, while it is a concern, it is a normal concern. Finally, this team noted that planning for future course

and curriculum development would benefit from a community survey. While surveying envisioned in this concern has not yet been actually accomplished, mechanisms are now in place which will allow the surveying to take place. A much higher visibility in communities served allowing inputs to be brought for consideration on a less formal basis acts in the place of formal surveys. Surveys, are still being discussed as the basis for expansion.

The strengths identified by this team also were focused on curriculum. They pointed out that:

*a variety of courses are offered
*the Clerical program succeeds in the number of students and outcomes
*the number of associate degrees granted is increasing
*the GED program is going well
*the quality of education is monitored
*a new agricultural program is underway

All aspects of this evaluation have been beneficial to the College.

The final biennial visit occurred in February, 1982. Again institutional in scope, the members of this team expressed the following concerns:

*the mission statement needs to be more explicitly stated
*more time needs to be given to pilot stages of new programs
*learning equipment needs to be more "state of the art"
*board/administrative functions need to be clarified
*stability of staff and faculty needs to be emphasized
*more Indian instructors should be used where possible
*non-Indian segments of the community are underenrolled
*additional student activities need to be initiated
*consideration should be given to the establishment of a student center
*the Special Services program should be maintained
*Financial aid services need to be extended to outlying communities
*the Student Handbook needs to be revised and updated
*a more aggressive maintenance and replacement schedule for plant is needed

This report points to action that has been taken on many of these concerns. Work has been done on the mission statement. New programs developed since the time of the previous visit have had ample time involved for testing stages. The institution has

purchased computers in order to improve its administration and its instruction. A substantial increase in the number and variety of student activities has occurred. Financial aid services have been taken to outlying communities. The student handbook has been revised. And a more aggressive plant function has emerged. Certain of the other concerns have been more difficult to answer. It is difficult to find Indian instructors for a great many areas. And those who are found can frequently make substantially higher salaries in other employment. With regard to recruiting non-Indian students, efforts remain at about the same level as before the visit. The institution has experienced significant increases in enrollment, primarily from the Indian community, and has had to focus its attention primarily on providing service to those enrolled. However, a percentage of students, normally approximately 10%, is non-Indian. As the enrollment reaches its plateau, more efforts will be expended in reaching the non-Indian population.

This visiting team also noted numerous strengths possessed by the College. Among them are the following specific notations:

*members of the Board of Trustees are sincere, concerned and representative
*there is a well-qualified and enthusiastic staff and faculty
*there is a faculty association to address common concerns and issues
*students are enthusiastic about the quality of faculty and programs
*students are willing to be involved in planning of programs
*Special Services serves needs not previously met
*Financial affairs are effectively administered
*the inventory of equipment is maintained and audited
*staff works diligently to minimize costs and keep equipment going
*space exists for expansion physically

Given these strengths and concerns of each of the previous teams, recommendations have been made in each instance to grant candidate status and to continue that status until the appropriate time for application for initial accreditation.

EVALUATIVE COMMENTS

SRCC has a clearly-stated mission which gives it a unique task for the Standing Rock Reservation. This mission is appropriate to an institution of higher education.

The existence of the College is derived from real, felt needs. And it came into existence as a result of study by a tribal committee.

Its students present interesting educational challenges since many of them have tried college before or have been away from education for substantial time periods. The programs offered by the College interest students as evidenced by the fact that they continue to enroll in substantial numbers.

Accreditation has been a goal since the earliest days of the College. This goal has been sought in part because of the legitimation it offers. But primarily, accreditation has been used as a vehicle for institutional improvement. Teams which have visited in the past have found many strengths and many concerns; SRCC has tried to address them all.

CRITERION 2

The intent of this section of the self study document is to establish that Standing Rock Community College organizes its resources and establishes conditions that lead to the fulfillment of mission. To accomplish this task, the document examines management functions including governance, finances and plant. Following that examination, those areas of the institution that are associated with instruction are discussed, including faculty, curriculum and library. Then, community services and student services are presented. Following each of the major categories - management, instruction, and student/community services, a brief evaluation of the function is included with specific reference to the Criterion as set forth by the North Central Association.

GOVERNANCE

Trustees

Standing Rock Community College derives its authority to operate and to grant degrees from a charter issued by the Standing Rock Sioux Tribe. The tribal government delegated its authority to operate the College to a Board of Trustees.

These trustees are appointed by the Tribal Council to two-year terms staggered so that some terms end in a given years and others remain on until the following year. In this way, both continuity and "new blood" are assured. One trustee serves ex officio. This individual is the person appointed by the Standing Rock Sioux Tribe to be the Tribal Director of Education. His term on the Board of Trustees runs as long as he holds that position.

The Board of Trustees elects from its membership a Chairperson, a Vice Chairperson, and a Secretary/Treasurer. Normal duties assigned to individuals holding similar positions elsewhere are assigned to the officers of the Standing Rock Community College Trustees.

A listing of members and their occupations follows along with a brief indication of their work and of the community in which they reside.

TABLE 1

LISTING OF BOARD MEMBERS, THEIR OCCUPATIONS AND RESIDENCES

Gladys Hawk, Chairperson, Head Start Parent Coordinator, Wakpala, SD
Joe White Mountain,Vice Chairperson, Tribal Councilperson, McLaughlin, SD
Elaine Brave Bull, Secretary, Tribal Councilperson, Cannon Ball, ND
Ambrose Dog Eagle, Member, No Current Occupation, Little Eagle, SD
Geraldine Agard, Member, Parent/Home Coordinator, McLaughlin Schools, McLaughlin, SD
Alvina Grey Bear, Member, No Current Occupation, Fort Yates, ND
Frank Lawrence, Member, Tribal Councilperson, Bullhead, SD

The Board of Trustees is governed by a Charter granted by the Standing Rock Sioux Tribe. This Charter provides the general guidelines and the authorities granted to

the Board. In addition, their activities are more specifically guided by a set of bylaws. Both the Charter and bylaws were amended in 1983 to reflect the evolution of the College into a more mature institution.

Since there has been no history of governance of higher education on the Standing Rock Reservation, Boards, since the inception of the College in 1973, have continually evaluated their roles with an eye toward formalizing the most appropriate role possible for Boards to play. The current bylaws reflect the most recent thinking. Board training has always had a significant role in the functioning of each Board.

A unique feature of all Boards in the history of Standing Rock Community College is their intimate acquaintance with the communities they represent. Representation of small, tightly-knit communities such as those found on the Standing Rock Reservation assures that, for the most part, the wishes of the people in the communities are presented to the institution for consideration in making decisions. One immediate result of this close representation has been the development of extension centers in certain communities.

Administration

First Level

The President of SRCC is appointed by the Board of Trustees. This appointment includes delegation of responsibility for all functions of the institution along with sufficient authority to carry out these responsibilities. The Board of Trustees sets the policies required for the President to operate. These policies can be found in the Policies and Procedures Manual. Since its founding eleven years ago, the institution has had only three Presidents. The first, Mr. Minard White, served for three years until ill health forced his leaving. The second, Dr. James Shanley, served from 1976 until 1980. The incumbent President, Mr. Wayne Stein, was appointed in February, 1981. Each of these

individuals presided over specific periods in the growth and development of the College. Mr. White, as founding President, presided over the initial years of cooperation with Bismarck Junior College and the initial steps toward independence. Dr. Shanley was in charge during a period of growth and striving. It was during his administration that a good many of the systems currently functioning at the institution began. Mr. Stein's Presidency has been marked by giant steps in the stabilizing of the institution - fiscally, instructionally, and in terms of services offered. These differing roles of Presidents also reflect phases in the growth of the institution from the fledgling that it was in 1973 to the more mature institution that it currently is.

The President delegates his authority over student services to a Vice President. This individual is responsible for student financial aid, student life, counseling, job development and placement, and student records. In addition, this individual has responsibility for the development of instructional sites and facilities in the extension centers.

Instructional responsibility is delegated to the Dean of Instruction. The individual holding this position is responsible for all instructional efforts of the institution. This includes the normal two-year college efforts, the Upper Division in conjunction with Dakota Northwestern University, and any other instructional work. Of major importance in the work of this division is responsibility for the quality of the newly developing Personalized System of Instruction delivery mechanism for extension sites.

Fiscal Affairs are handled by a Business Manager who is responsible to the President. Since the institution is small, the Business Manager is the person who implements the accounting system and who, at the same time, is responsible for budget planning, reports, and fiscal control. An additional responsibility of this office is the supervision of maintenance personnel.

These four individuals, along with the Director of the Title III Programs, make up the Administrative Council of the College. This Council is responsible for many of the major decisions confronted by the institution. Perhaps the most significant work that the Council does is to allocate resources. The Council also provides a forum to guarantee that the divisions of the College are in constant communication with each other.

In addition to the chief administrative officers of the College, SRCC includes the individual who holds the position of Title III Director on its Council. The reason for this is that the programs currently being funded under Title III of the Higher Education Act are considered crucial to the future of the institution. As such, constant communication with this Director is significant.

Second Level

At the second level of administration are a number of functions. Directly on line from the Office of the President is the Director of Research and Planning. This individual is currently funded under Title III. The College expects to institutionalize the functions of this office when Title III funding expires at the end of the 1984-85 year. This office is responsible for the collecting of data for the data system currently under development for the institution. It is further responsible for the merging of this data with planning so that plans are based on real data rather than on conjecture.

Another staff position in the administration is that of the Computer Specialist. SRCC is in the beginning stages of computerizing much of its fiscal information, student records, and data system. The position of Computer Specialist is funded under Title III and these functions will be assumed by the College upon termination of funding.

The Director of Student Financial Aid also falls at this second level. This individual has responsibility to the Vice President for all student financial aid

applications. Student records are handled by the Registrar, also responsible to the Vice President.

The organizational chart of the College presented on the following page provides a more detailed breakdown of the relations between these positions, along with others in the College.

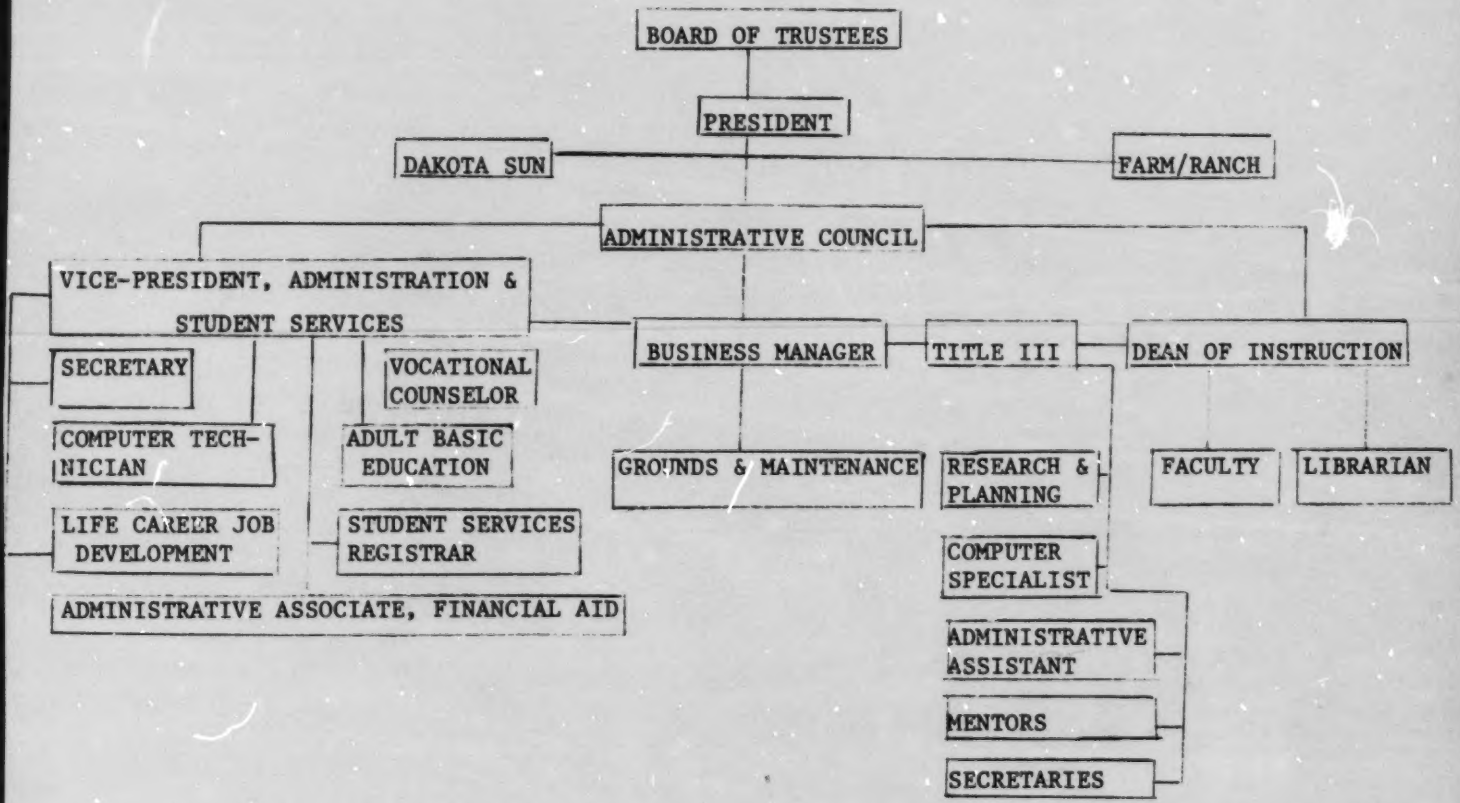
Committees and Councils

Standing Rock Community College utilizes a number of committees and councils in its governance structure. The major council at the executive level is the Administrative Council composed of the President, the Vice President, the Dean of Instruction, the Business Manager, and the Title III Director. This council serves in a number of capacities in addition to resource allocation. It is from this body that budget decisions are made.Further functions of this group involve the overall coordination of College workings. It is the main point of communication among chief officers of the College. It is also the role of this group to be the first point at which problem-solving occurs.

In the area of Student Services, one major committee is the Financial Aid Committee composed of the Vice President, the Dean of Instruction, the Financial Aid Officer, the Registrar, one student representative and two representative from the Board of Trustees. The purpose of this committee is to administer local financial aid, primarily in the form of tuition waivers for those students not receiving sufficient financial aid. Other matters of concern for this committee are such things as coordinating the award of the Crazy Horse Scholarship contributed on a yearly basis. This committee also hears appeals from students concerning their financial aid.

STANDING ROCK COMMUNITY

ORGANIZATIONAL CHART



The second major committee in Student Services is the Student Activities Committee. This committee has responsibilities in both the fiscal and the student service areas. With regard to fiscal matters, members of the committee determine how the yearly activities budget is to be spent. This budget concerns itself with athletic, cultural, and arts events and offerings. Its primary source of income is the student activity fee charged each semester. With regard to programmatic matters, this committee controls the scheduling of courses in the Health, Physical Education and Recreation Department. In conjunction with this scheduling, the committee is also responsible for arranging for proper facilities in which to hold the courses scheduled. The committee is composed of the Vice President, two faculty members, the President of the Student Body organization, a representative of the student body other than the President, and the Business Manager.

In the area of Instruction there is one major committee, the Academic Affairs Committee. Given that the institution is small but that the need for communication is nonetheless great, the entire faculty of 14 people comprise the Academic Affairs Committee. Functions of this committee involve all curriculum decisions e.g. the adding of programs and courses, the construction and approval of calendars, and revisions to the catalog. Other matters of concern for this committee are such things as policies affecting the instruction taking place in the institution. In this capacity it acts as advisor to the Administrative Council and the Board of Trustees. In matters relating to curriculum, action taken by this committee is official action of the college. This committee functions on an "as needed" basis with clearly specified authority and responsibility. The Dean of Instruction serves on this committee and the Head Librarian is a full member.

From the Academic Affairs Committee, ad hoc committees are periodically formed to deal with specific matters such as calendar and catalog as well as with studying specific issues such as the acceptance of prior learning credit.

A second committee in the instructional area is the Library Committee. The Head Librarian, three faculty members and the Dean of Instruction make up this group. It has two main functions. The first of these is to advise the Head Librarian concerning matters of library utilization, collection, and general policy matters. Its second function involves the communication of library matters to the rest of the faculty. In this regard, members relate directly to faculty concerning newly-arrived books or non-print materials, ordering books, and other matters. A new responsibility of this group is to assist in the preparation of the library budget and to recommend how library resources are to be allocated.

Each of the occupational areas at SRCC also has an advisory committee. These committees are constituted in order to ascertain that the materials being offered in the training programs are adequate and appropriate for the placement of its graduates. Since the vocational areas started their operations at different times, the committees have been functioning for varying amounts of time. Currently, the oldest advisory committee is that for Office Systems. It has functioned continuously since the College began. The next oldest committee is that for the Farm/Ranch Department. Initially, this committee was composed of members of the Board of Trustees. However, the department and the committee are currently in a process of reorganization. Committees advising the occupational areas of Human Services, Criminal Justice and Small Business Administration are in the early stages of their development.

Faculty Role

There exists at SRCC an independent faculty committee, independent in the sense that it is not affiliated in any way with any national or state organization. Bargaining in an official sense does not occur at SRCC; however, this Faculty Committee represents

the teachers in salary decisions. No official bargaining agent is recognized. The spirit of cooperation that generally prevails at the institution is also felt in the bargaining area.

The faculty is not represented on the Board of Trustees; however, there is a standing invitation for the faculty or its representatives to be present at any Board meeting.

Student Role

The Student Government provides a means through which students can make their wishes and concerns known to other constituencies of the College. Problems of distance are encountered in this group. Further, the concerns of students matriculating primarily at one extension site may be different from those at another. However, the student government organization is an attempt to bring these varied student views together.

FINANCES

Revenues

Standing Rock Community College derives the greater part of its funding from Public Law 95-471, The Tribally Controlled Community College Funding Assistance Act of 1978. This act of Congress provides for payment of up to $4000.00 per year for each Full Time Equivalent Indian Student (FTIE) enrolled by the institution. Although authorized at $4000.00, the actual funding level is more typically located around the $2800.00 per FTIE level.

Even though this funding is not at the level actually needed by Tribally Controlled Community Colleges, it does provide a relatively stable base. This has not always been the case at Standing Rock Community College. When the College was founded in 1973, total operating revenues were $100,000 provided by Title III of the Higher Education Act in a bilateral arrangement with Bismarck Junior College.

It is a significant point that the Standing Rock Sioux Reservation does not have any taxing base. It is therefore, impossible at the present time to derive any revenue from local taxes. Tribal planning includes the study of a system for taxing certain operations located on the reservation. However, this cannot become a reality until the Tribal Council legislates it. And, even then, the question of allocation arises. Reservations have a great many pressing needs, education among them. All priorities would have to be considered before tax moneys could be allocated to the College.

In keeping with its mission of providing access to a traditionally underserved population, SRCC has deliberately kept its tuition low. In the early years, tuition and fees accounted for an infinitesimal amount of the total budget. With the rapid increases in enrollment experienced in recent years, these revenues have increased to the point that they now make up a larger proportion of the budget. These revenues are particularly

valuable because they are unrestricted. All other funds received by the College are restricted in some way. Even those received under PL95-471 are restricted in the sense that they cannot be used for construction.

It is important for anyone trying to understand Standing Rock Community College that they understand the nature of the relationship with the federal government engendered by funding under the Act. In reality, it is little different from the normal funding pattern found in state supported colleges. Each year, the President of the College must engage in securing sufficient appropriations from the federal legislature in much the same way that Presidents of state supported colleges must make their requests to state legislatures. Beyond funding received under the Act, the Colleges are eligible to compete for grants and to raise private funds in the same way that other institutions can.

As noted, the Act was passed in 1978 and was due to expire in 1982. The Omnibus Reconciliation Act extended the authorization for an extra year. But the time was well spent in securing reauthorization of the Act. President Reagan signed the reauthorization bill into law in December, 1983. This reauthorization extends through the 1986-87 school year.

Several significant additions were included in the reauthorization. It was stated above, for instance, that moneys could not be used for construction. Language in the new law authorizes construction following an audit by the General Accounting Office of government-owned buildings which could be used by the College. Either way the audit comes out e.g. if government owned buildings are found or not found, SRCC stands to be able to expand its facilities in the manner to be discussed later in this document. A second major addition to the language is that an endowment section is included. This section provides that the federal government will match endowment money raised by SRCC. Of course, both the construction and endowment portions of the law depend

entirely on appropriations. A great deal of effort is being expended to assure that appropriations for these matters are forthcoming.

SRCC receives a small amount of money from the state government in the form of reimbursements for two occupational programs - Office Systems and Adult Farm Management. Negotiations are currently underway to attempt to obtain funding for a larger portion of the occupational efforts of the College.

Funding from private sources has been limited to an occasional scholarship and an occasional small grant to purchase some kinds of equipment. SRCC is currently involved with the North Dakota Community Foundation in attempting to raise additional funding from the private sector. During the current year, the College placed $25,000 in an endowment fund with the Community Foundation which manages the money. By doing so, the Mott Foundation contributed an additional $5000. While this is not an impressive amount in endowment, it represents a beginning.

Table 2 provides a history of the College in terms of the revenues it has received over the years and the sources of these revenues.

TABLE 2

REVENUES BY SOURCE AND YEAR

Year Ending	P.L.95-471	Tuition/ Fees	Federal Grants	Financial Aid	State Grants	Other
June 30, 1983	496557	107965	257972	155578	31923	175947
June 30, 1982	457502	76383	405447	112604	37620	137589
June 30, 1981	539685	51546	192765	82007	29256	78685
June 30, 1980	0	47783	724597	0	29659	129175
June 30, 1979	0	34892	454452	0	15789	110667
June 30, 1978	0	56574	554213	0	18606	50776
June 30, 1977	0	35233	24632	0	0	19345
June 30, 1976	0	40238	52533	0	0	632
June 30, 1975	0	34579	6250	0	0	2958
June 30, 1974	0	20055	2800	0	0	0

Expenditures

Accompanying the increase in revenues has been a dramatic increase in expenditures. SRCC, through careful management of finances, has always finished fiscal years in the black.

Dramatic increases in expenditures for every budget line can be documented. The largest increases come in the area of personnel. These increases are brought about by the fact that numbers of personnel have increased greatly. In its first year of operation, a total of 5 individuals were employed; and these five received extremely low salaries for their positions. The number of employees has increased to 40 in the current year with competitive salaries for their work and experience.

An analysis of the expenditures shows an increase in capital expenditures following the receipt of the first PL95-471 payment. There is a simple explanation for this phenomenon. Capital expenditures had been delayed in the early years because funds were not available to meet them. Following the passage of PL95-471, these expenditures became legitimate and were a high priority to the College. Thus, the increase.

Standing Rock Community College has always taken the position that it must operate within its budget constraints regardless of need, even though this idea presents great difficulties in prioritizing needs for the allocation of resources. It has been this stance which has allowed the College to remain in the black. At the present time, as has been the case throughout its eleven-year history, SRCC has no indebtedness. It is the intention of the College to remain in this financial position.

Table 3 presents data on expenditures for selected years of the existence of the College. Not included in the table is data from early years of the institution. However, figures from the year ending June 30, 1976, illustrate the changes in expenditures that

are of importance. In that year, Instruction and Administration spent a total of $63928. Capital outlays amounted to $9892. Nothing was spent on building.

TABLE 3

EXPENDITURES 1981-1983

Year Ending	I & A	Cap.	Bldgs.	Other
June 30, 1983	429917	27499	88956	155624
June 30, 1982	363059	17479	83797	141323
June 30, 1981	304997	48201	80197	144193

From this table, it can be seen that expenditures for instruction and administration have steadily increased from 1981 through 1983. Capital outlays have been up and down. And moneys specifically dedicated to building costs have increased slightly. The fact that there is money available for building reflects the fact that PL9-471 funding has allowed the diversion of general fund moneys for building purposes.

Fiscal Procedures

The College has only been able to maintain its responsible position through careful management of funds. The Board of Trustees maintains oversight of fiscal management; however, the actual management responsibility is delegated to the President. The President manages the funds through the Business Manager of the College.

The process of constructing the budget has evolved over the years into a viable means of financial planning. Because the institution is small, the President has insights into the operations in a way that a President of a larger institution cannot have. Further, the close working contact between the President and the heads of major divisions allows much tighter fiscal control to be exercised from the President's office than could normally be exercised. The result of this knowledge is that the preparation of the budget is largely a presidential responsibility. Certain difficulties arise in budget preparation, the

most significant of which is that the federal budget process normally lags behind the time when the Institution needs to know what its funding base will be. However, a budget is prepared with inputs from division heads.

The process of allocating funds remains a difficult task. It is easy to allocate plenty; more difficult to allocate scarcity. As far as is possible, division heads manage their allocations. Most of the money spent in this manner involves programmed decisions i.e. if the money is budgeted, it can be expended. Any allocation decisions that cause deviation from budgeted amounts are first discussed in Administrative Council, with the Council preparing a recommendation to the Board of Trustees which makes the final budget revision decisions. These decisions are made necessary by the time problems referred to with the federal budget. The management of the Institution finds it more effective to budget and manage conservatively until the time that the actual budget amounts are known. At that time, budget revisions for major expenditures can be made. The working hypothesis - one that has proved successful - is that the base funding will be the same number of dollars per FTIE as it was in the preceding year. Increases in enrollment or increases in per FTIE payments increase the amount the College has to work with.

Once the budget is set and allocations are made, control of the budget becomes the responsibility of the Business Manager. This individual provides monthly statements to the Board and Administration for checks on the progress of their budgeted amounts. The Administrative Council takes under consideration any lines that appear to be deviating or heading toward significant deviation from the budgeted amount. At approximately the middle of the fiscal year, the Business Manager projects expenditures to the end of the year so that adjustments can be made on this basis also.

The President and the Business Manager provide monthly reports to the Board of Trustees concerning progress in the budget. This reporting has been generated by hand since the inception of the College. The Title III Project referred to has the responsibility of assisting in the computerization of much of the accounting done by the College. Included in this automation will be a revision of the chart of accounts to provide for more precise reporting to the Board and Administration.

Aside from audits conducted by various federal entities, Standing Rock Community College maintains a policy of auditing all books on a yearly basis. Management letters received from the auditing firm are taken seriously. Small institutions can have serious control problems because of the lack of personnel for spreading responsibilities. SRCC has made every effort to control its fiscal administration.

PHYSICAL PLANT

Buildings

The College currently operates in two buildings located approximately 1.5 miles west of the town of Fort Yates. One of these buildings was erected so that all the job- and employment- related agencies such as Bureau of Indian Affairs Employment Assistance and State Job Service could be located in the same area. The other building is also tribal and was designed as a community center for residents of Sioux Village, a housing development in close proximity to the College. For various reasons, the initial planning for occupancy of the first building did not materialize. SRCC was allowed utilization of the building since it had outgrown its initial, less than desirable quarters. With expansion, gradual occupation of the other building came about. As programs of the College expanded, need for space did too, and the Tribal Government cooperated by allowing the use of other portions of that building. A small writing center is housed in a mobile home adjacent to the College. Overflow office space is also provided by this unit. In addition to these buildings, the Agriculture department is housed in a large pole barn owned by the College. Other property owned by SRCC includes three mobile homes which house faculty members. There is a need for such housing because it is difficult to find housing on the open market.

The original site of the College was the Douglas Skye Memorial Retirement Complex, a substantial building located on the northern edge of Fort Yates. This situation furnished primarily office facilities. Some classes were held in the lounge areas of the complex with obviously unsatisfactory results. Other classes were held in school buildings and other tribal buildings in Fort Yates. The move to the larger site occurred in 1975.

Upon receiving the space of the new facility, the College was still extremely small and low budget. However, enrollment increases have allowed the College to "grow into" its new facility and, at the present time, nearly fill it.

Although the Standing Rock Sioux Tribe owns the ground and the facility in which SRCC operates, the College is completely responsible for its maintenance and management. Space that is used by the Head Start program in the Community Building is paid for by that program under a rental agreement with the College. Standing Rock Cablevision, a local cable TV operation also operates its facility and has its main office in the College. When these arrangements were made, there was sufficient room for all to share. Now, though, the College is outgrowing the space it reserved for itself. Provisions are being discussed to arrange for full utilization of the building by the College; however, this change will not be possible for several years.

The campus is easily accessible for all people from Fort Yates. It is located across the street from a substantial housing development, Sioux Village, and the main road from Fort Yates leads directly past the campus.

At the present time, the College does not own any facilities in the communities served. Rather, it arranges with local District Councils for the use of community buildings or negotiates with other community agencies for their facilities. In some cases, rent is paid for the facilities; in other cases, communities donate the use of space in return for the services offered. It is in the planning of the institution to develop a small center in each of the communities consistently served. As noted in the Finance Section of this document, the reauthorization of the Tribally Controlled Community College Funding Assistance Act allows for construction of facilities following a needs survey by the General Accounting Office. Provided all this works favorably for SRCC, buildings are a possibility in each community with construction planned to start in the Summer of 1986.

At the point that buildings become a reality in each community, a major administrative change is envisioned so that these buildings will become the hearts of branch campuses rather than extension centers as they now operate.

Moving from the original inadequate campus allowed expansion of the administrative area of the College, expansion of the library, and considerable expansion of the instructional area. Currently, the buildings noted include eleven administrative and student service offices plus office space for all faculty members. The Science department is housed in two large rooms with laboratory facilities for eight students at a time. Office Systems, likewise, is housed in a two-room suite. These two rooms are separated by a movable divider so that the suite can function as one unit if the instructional staff so desires. The office which houses the Director of the Criminal Justice Program also includes a Criminalistics laboratory and space for crime scenes to be constructed. In addition to these special purpose classrooms, there are 7 additional classrooms which will hold students in a range from approximately 5 to approximately 25. The increase in enrollment experienced in the current semester has necessitated using space in the large Auditorium for two classes.

The Campus complex also includes the Auditorium noted above, a work and storage area for the head of maintenance, a Library, and a Snack Bar. Off the snack bar is a room dedicated to student interaction. It is called the Student Lounge and is used frequently by students to study and to socialize. The College Bookstore is located in an area in the main office space of the College.

Over the years, class size has grown considerably. The rooms dedicated to classes are utilized far more efficiently than they had been previously. Classes are held basically on Monday, Tuesday, Wednesday and Thursday, since so many of the students drive substantial distances. This four-day schedule allows them to drive the entire distance only

twice per week rather than the three times that would otherwise be required. This schedule results in little use of the building from Friday morning through Monday morning. However, the tradeoff is considered worthwhile in terms of the savings realized by students. Class hours are from 9:00 AM through 8:00 PM on the four days of classes. It should be remembered that this pertains only to the main campus. Community campuses have variable hours with the bulk of work being done on the same four days as it is on the main campus. Mentors are in each community for a minimum of two days per week, with some communities having larger enrollments utilizing the mentors for considerably more time than that. It should also be remembered that in the extension centers, the College does not own buildings. Utilization is, thus, to a certain extent dependent on the will of the communities.

Management of Plant

A Director of Maintenance employed by SRCC is responsible for maintenance and housekeeping in all buildings operated by the College. In addition to the Director, the College employs an additional full-time custodian and is able to utilize the services of Tribal Work Programs to provide for a minimum of two additional custodial workers. The role of the Director is partly administrative and partly actual maintenance and custodial work.

These workers are also responsible for the care of the grounds of the College. Since the College occupies limited space, it is not at this point a large concern. Snow removal is handled with mechanized equipment owned by the College. Grass cutting and improvement of grounds is handled in the same way.

The institution uses fuel oil fired forced-air furnaces, one in each building. The Director of Maintenance is responsible for the operation of these instruments.

Maintenance crews are present in the buildings from 7:00 AM to 11:00 PM. Between the hours of 11:00 PM and 7:00 AM, Security is handled by patrols from the Bureau of Indian Affairs Police. The buildings are checked at intervals throughout the night.

EVALUATIVE COMMENT

The foregoing information makes it clear that Standing Rock Community College is aware of the importance of governance, finances, and physical plant to the operation of the institution. As would be expected, the College, over time, has matured in each of these areas.

Initially, in governance terms, the Board of Trustees was actively involved in the management of the College. As sophistication increased, Boards have assumed their rightful role of policy makers and overseers. Administration is left in the hands of those hired to perform such tasks. The institution has matured, further in that it has turned a good deal of responsibility over to the committees designated to handle them. Faculty members exercise control over the curriculum and its quality through their committee structure. Student services responsibility is, in certain areas, dispersed through committee structures. The emerging faculty organization plays a role in discussions of important matters. And students are coming into their own with their organization.

With regard to finances, there has been a steady increase in revenues. The current substantial budgets represent a major improvement over the initial struggling budgets. While no college ever has enough money to do the things it would like, more money has allowed SRCC to enter into areas that lead to its mission fulfillment. Increasing sophistication in fiscal management has been required in order to manage larger budgets and to remain in a strong financial position.

The physical plant has increased in size. And with this increase has come a corresponding cost. Aware of this correlation, the College has budgeted accurately and has had sufficient money to care for its buildings. More systematic maintenance and replacement programs are being discussed.

The fact of growth and improvement in these areas does not mean that the College is without problems. With the dispersed model of extension centers used by SRCC, it becomes increasingly difficult for student organization to be campus-wide. And, additional moneys are needed to accomplish some of the tasks that the College has set for itself e.g. buildings, increased programming and increased faculty and support personnel to handle the increased programming.

Standing Rock Community College, in spite of some problems, feels that it basically organizes its governance, physical and fiscal resources in such a way that there is a solid opportunity to fulfill mission.

CURRICULUM

Organization

Responsibility for the curriculum of the College is delegated by the President to the Dean of Instruction. The Dean is then responsible for the administration and development of both the occupational and the general education components of the curriculum. Each of the curricula offered by the College contributes to the fulfillment of the mission.

SRCC's catalog lists five occupational areas. They are Criminal Justice, Farm/Ranch Management, Human Services, Office Systems, and Small Business Administration. Each of these areas developed over time in response to the question, "Why doesn't the College do something about ____?" At its inception in 1973, Office Systems, then called the Business-Clerical Program, opened. The next occupational need that the College was able to respond to was in the area of Farm and Ranch Management. The final three occupational areas began in the Fall of 1981. The most recent addition to the occupational areas of the College is Bilingual Education. This program began in the Fall of 1983 and is operated in conjunction with the University of North Dakota which provides the third and fourth years, leading to teacher certification with a concentration in Bilingual Education.

The General Education area has always been present. Initially, nearly all graduates were individuals who had no specific occupational interest or who were interested in occupations that could not be offered by the College at the time. A major point when viewing both occupational and general education curricula historically is that SRCC was dependent upon what the Curriculum Committee at Bismarck Junior College approved. Further, it had to rely extensively on Bismarck to furnish part-time faculty. Therefore, curriculum options were somewhat limited.

Although no specific transfer agreements exist, SRCC has a history of its students being accepted by institutions in the area and elsewhere with little or no credit loss. The catalog lists no particular transfer programs; however, it is clearly stated that students intending to transfer ought to work closely with their advisors and with the institution being transferred to in order to assure that the appropriate curriculum is chosen while at SRCC.

Degrees

The primary means of distinguishing between curricula is the choice of degree. Following generally accepted practice, SRCC offers three degree programs. The Associate of Arts Degree is designed for the transfer student. There is no area of concentration other than an area that a student chooses to major in when he transfers. The bulk of the course work in this curriculum is individually selected by the student in consultation with an advisor. Approximately half of the work in the degree is in General Education Requirements. The remaining credits are elective. Students in the Associate of Arts curricula are not encouraged to take occupational courses because of the potential for loss upon transfer. However, those who wish to explore occupational areas are allowed to take some of their electives in occupations. They are, however, cautioned that some of that work will probably not transfer as requirements.

The second degree offered is the Associate of Science. This degree is designed for those who may have some notion that they wish to work in a particular vocation upon graduation and, accordingly, desire sufficient depth of knowledge in the vocational area to allow them to enter. The degree is divided into approximately half occupational and half general education. The thrust of the degree is two-fold:

1. To provide entry level skills in one of the occupational areas offered by the College.
2. To ascertain that a sufficiently large proportion of the degree is in general education requirements that will transfer

to other institutions so that the student may opt to transfer with minimal loss.

Curricula for the Associate of Science are more clearly prescribed with specific courses and electives in fields being set as requirements for the completion of the degree.

The third degree offered is the Associate of Applied Science. This degree is the terminal vocational degree. It is designed for the student who knows that he does not wish to transfer to another institution for advanced work and who desires an in-depth knowledge of his chosen vocational area for entry level. Students are advised that the occupational courses will possibly not transfer. A minimal number of hours in General Education courses, primarily Communications, is required by departments.

The Associate of Science Degree, in certain occupations, has been offered since 1977. The Associate of Applied Science degree plan for occupational students was added in 1982. As a result, many students, even though they are in vocational curricula, are still enrolled as Associate of Arts students. With the passage of time, students and their advisors are working out better ways of identifying the most appropriate degrees for individual students. It is anticipated that this transition will be complete within the next year and all students will be enrolled in the most appropriate degree for them.

Four-Year Programs

A feature that Standing Rock Community College has in common with many other Tribally Controlled Community Colleges is the need to go beyond the two year curriculum into Bachelor's level work. SRCC focuses on providing quality instruction at the two-year level. However, efforts have been made to go beyond. In 1978, funding was received through the Fund for the Improvement of Postsecondary Education to develop an Upper Division Program. This program, operated through North Dakota State University in Fargo, was based on the assessment of prior learning for credit and on the consolidation of

credits from many institutions into one place so that the Bachelor of University Studies degree could be awarded. It must be emphasized that the students in this program were actually enrolled at North Dakota State University and that a good deal of the instruction involved was carried out by NDSU faculty members. Some courses were taught by SRCC faculty members on an adjunct basis. Transcripting was carried out by NDSU. Three degrees were granted through this program. The working relationship between NDSU and SRCC unsatisfactory and a change occurred in 1981 when SRCC developed an agreement with Minot State College (now Dakota Northwestern University) in Minot, North Dakota, for the provision of the same services.

Given that most of the Lower Division students are full-time students and that the bulk of the small number enrolled in the Upper Division are part-time and also employed, most of the evening courses are Upper Division.

Special Services

An important feature of the General Education curriculum is the effort made at remediation with students who have been away from educational experiences for a long time or who come to the institution with deficient backgrounds. Two individuals are employed to provide services to those students who need the assistance in English and Mathematics. These instructors, as well as the rest of the teaching faculty, are available for individual work with students.

Community Offerings

In addition to these regular offerings in the Lower and Upper Divisions, the College serves the community through offering workshops and arranging for educational experiences which are requested. Examples of such efforts include arranging workshop credits for Alcohol Awareness Week. The College assisted the staff of the Prevention

Center in arranging for speakers, developing an agenda and placing the efforts of the week in an educational context.

Curriculum Process

In determining its required offerings in occupational areas, SRCC relies on the expertise of its faculty and on the advice of the advisory committees. Given that all occupational curricula are two-year curricula, there is every assurance that each student graduating with either the Associate of Science or the Associate of Applied Science degrees has sufficient expertise to enter a vocational area.

The General Education requirements are distribution oriented. That is, students are required to take certain courses in a variety of fields, including Native American Studies. Again, the expertise of the faculty and good practice in education dictate the nature and extent of particular requirements.

To be certain that students meet their requirements and graduate in a reasonable time frame, the College makes use of status sheets shown on the pages immediately following. The purpose in showing the sheets is twofold:

1. To illustrate one phase of advisement
2. To detail the requirements in General Education for each degree

While distribution requirements are still the rule at the institution, the Academic Affairs Committee has begun an investigation into the possibility of core curriculum as a more appropriate way to assure that Native American Studies find their way into each student's program as an integral part of it. The work has just begun on this effort. It will continue and, hopefully, prove fruitful.

Standing Rock Community College
Fort Yates, North Dakota 58538
(701)854-3861

ASSOCIATE OF ARTS Degree Status Sheet

STUDENT: _____ ADVISOR: _____

Entry Date: _____

AREA I: GENERAL EDUCATION REQUIREMENTS: *Institution/Date Completed/Grade*

A. *COMMUNICATIONS:*

English #101 (3 Sem. Hrs.) _____
English #102 (3 Sem. Hrs.) _____
Oral Communications #105 (3 Sem. Hrs.) _____
_____

B. *HUMANITIES/FINE ARTS:*

Any TWO courses selected from TWO different disciplines (Art, Drama, History, Native American Studies, Philosophy, or advanced courses in Communications)
(3 Sem. Hrs.) _____
(3 Sem. Hrs.) _____
_____

AND, (any ONE course selected from Native American Studies)
(3 Sem. Hrs.) _____
_____

C. *SOCIAL/BEHAVORIAL SCIENCES:*

Any TWO courses selected from TWO different disciplines (Economics, History, Political Science, Psychology, or Sociology)
(3 Sem. Hrs.) _____
(3 Sem. Hrs.) _____
_____

D. *MATHEMATICS/NATURAL SCIENCES:*

College Math #101 OR Algebra #103 (3 Sem. Hrs.) _____
Any TWO Lab Science courses (4 Sem. Hrs.) _____
(4 Sem. Hrs.) _____
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AREA II: TRANSFER REQUIREMENTS: *(selected by the Student and the Advisor)*

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AREA III: ELECTIVES: *(may be selected from among the following: Art, Drama, History, Native American Studies, Philosophy, Communications, Economics, Political Science, Psychology, Sociology, Health, Physical Education, Recreation OR Criminal Justice, Human Services, Office Systems, Small Business Management)*

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Note to the TRANSFER STUDENT: If you plan to transfer to another institution, you should
1) work closely with your ADVISOR to plan to correct course selection(s), and
2) continually check the catalogue of the institution you plan to transfer to.

White Copy: Student

Pink Copy: Registrar

Standing Rock Community College
Fort Yates, North Dakota 58538 **(701)854-3861**

ASSOCIATE OF SCIENCE Degree Status Sheet

STUDENT:_____ ADVISOR: _____

Entry Date:_____

AREA I: GENERAL EDUCATION REQUIREMENTS: *institution/Date Completed/Grade*

A. *COMMUNICATIONS:*
English #101 (3 Sem. Hrs.) _____
English #102 OR Technical Writing #103 (3 Sem. Hrs.) _____
Oral Communications #105 (3 Sem. Hrs.) _____
_____

B. *HUMANITIES/FINE ARTS:*
Any ONE course selected from among the following disciplines...(Art, Drama, History, Native American Studies, Philosophy, or advanced courses in Communications)
(3 Sem. Hrs.) _____
_____
_____

AND, (any ONE course selected from Native American Studies)
(3 Sem. Hrs.) _____
_____

C. *SOCIAL/BEHAVIORAL SCIENCES:*
Any TWO courses selected from TWO different disciplines (Criminal Justice, Economics, History, Human Services, Political Science, Psychology, or Sociology)
(3 Sem. Hrs.) _____
(3 Sem. Hrs.) _____
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D. *MATHEMATICS/NATURAL SCIENCES:*
College Math #101 OR Algebra #103 (3 Sem. Hrs.) _____
Any ONE Lab Science Course (4 Sem. Hrs.) _____
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AREA II: MAJOR/PROFESSIONAL REQUIREMENTS: *(selected by the Student and the Advisor from among the following: Office Systems, Small Business Management, Criminal Justice, Human Services, OR Farm/Ranch Management)*

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AREA III: ELECTIVES: *(selected by the Student and the Advisor from among the following: Art, Drama, History, Native American Studies, Philosophy, Communications, Economics, Political Science, Psychology, Sociology, or Health, Physical Education, Recreation)*

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White Copy: Student 5056 *Pink Copy: Registrar*

Standing Rock Community College
Fort Yates, North Dakota 58538

(701)854-3861

ASSOCIATE OF APPLIED SCIENCE Degree Status Sheet

STUDENT:_____ ADVISOR: _____

Entry Date:_____

AREA I: GENERAL EDUCATION REQUIREMENTS: *Institution/Date Completed/Grade*

A. COMMUNICATIONS:

English #101 (3 Sem. Hrs.) _____

AND/OR English #102 OR Technical Writing #103 (3 Sem. Hrs.) _____

Oral Communications #105 (3 Sem. Hrs.) _____

AREA II: MAJOR/PROFESSIONAL REQUIREMENTS: *(selected by the Student and the Advisor from among the following: Office Systems, Small Business Management, Criminal Justice, Human Services, OR Farm/Ranch Management)*

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AREA III: ELECTIVES: *(selected by the Student and the Advisor from among the following: Art, Drama, History, Native American Studies, Philosophy, Communications, Economics, Political Science, Psychology, Sociology, or Health, Physical Education, Recreation)*

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_____

White Copy: Student

Pink Copy: Registrar

Personalized System of Instruction

As part of its effort to serve students living in remote sites, SRCC offers courses in the outlying communities. In the early days, these courses were offered in somewhat central locations such as McLaughlin, McIntosh, and Mobridge. Courses at these extension sites were primarily offered as it was convenient for the College and as sufficient enrollment developed to support them. Clearly, this was not sufficient to provide adequate service.

In 1983, SRCC was awarded a grant from Title III of the Higher Education Act to begin the process of developing an economic delivery system so that there could consistently be larger numbers of courses offered in all communities. The particular method selected by the College was the Personalized System of Instruction developed by Keller. The system, simple in concept, involves a mastery approach to a series of units comprising a course. Actual conversion of courses began in the Summer of 1983. During this period 12 courses were converted to the format of the PSI.

In Keller's system, students work on predetermined activities to complete units. When the student feels that he is ready, he asks a student proctor to administer the test for that unit. If the student reaches a predetermined level on the test, he is considered to have mastered the unit. If he fails to reach that point, he is directed to further study and is required to take the test again. This pattern continues until mastery is assured.

SRCC uses this basic format with certain modifications. The unit mastery idea is intact. However, the delivery is somewhat different. Instead of student proctors, SRCC employs three full-time individuals called mentors to work with students on their courses. The choice of the title "mentor" is no accident, since it is the intention of the institution that the mentors not be the actual teacher for the course. Rather, they serve as "wise and trusted counselors", as mentor is defined by the American Heritage

Dictionary.These mentors are responsible for orienting students to this method of study, for keeping up with students in order to provide tutoring where needed, for administering the tests and judging progress, and for keeping necessary records. While the mentors do the actual work of delivering the system, the instructor responsible for the course in its normal format is still responsible for the course in its PSI format. The instructor is the ultimate arbiter and assigns grades.SRCC presently has 30 courses converted to this format and is offering a range of these courses in 5 communities during the current semester.

The beginning stages of a major curriculum project such as the Personalized System of Instruction involve a good deal of trial and error. Thorough evaluation is built into the development of the system. Data is available from the Title III Director and the Dean of Instruction to denote the stage of development that PSI's are in at any time.

A division of labor exists in the delivery of PSI courses. The Division of Instruction is basically responsible for quality assurance. That is, questions regarding the appropriateness of objectives, the appropriateness of activities designed to meet objectives and the accuracy of testing to determine whether mastery has been attained are handled by this division. The actual delivery, including the determination of what PSI format courses to deliver in particular semesters and in particular communities, falls under the responsibility of community services. Close liaison must obviously be maintained between these two offices and the Title III program. Given that Title III is a developmental program, the College plans that when Title III funding for the developmental effort ends, it will assume responsibility to continue delivery and to continue development, although on a smaller scale, of more PSI format courses.

At this writing, most of the courses converted have been those with a relatively "close to the book" format. That is, only those courses which are relatively text-oriented

have been converted to this format. This situation restricts the kind of offerings that are available in extended form. Only general education, along with some of the introductory occupational courses, are currently available. Hands on kinds of courses present difficult problems in extended delivery. However, rather than simply say that it is not possible to deliver them, SRCC is engaging in research to determine which of the hands on courses or which parts of them can be handled with PSI. Included in this effort is a visit planned to Grand Island Community College in Grand Island, Nebraska. A format which might meet the needs of SRCC is operational there and it will be examined for its applicability to the situation in the College's service area.

FACULTY

Recruitment and Hiring

Standing Rock Community College recognizes that the recruitment and selection of high quality faculty members is a major step to the delivery of quality instruction. Two factors affect selection policy. The first of these is that the institution is located in a relatively isolated area. The second is that it is located on an Indian Reservation and serves primarily Indian students.

The impact of the first factor on selection is that it is difficult to attract highly qualified individuals to the area. Housing is scarce and the kinds of social amenities available in urban areas are absent here.

The impact of the second factor is that serious attempts are made to recruit and select Indian people as faculty members.

When it is determined that faculty need exists, advertisements are circulated widely in the area. Of particular interest are Indian outlets. Papers such as The Rapid City Journal, The Bismarck Tribune, and The Minot Daily News are used because they serve areas in which there is substantial Indian population. Other outlets are the State Employment Service and area University and College placement services. Faculty searches normally cover, at minimum, a three-state area. In addition, there are a number of specifically Indian outlets in Denver and other areas with concentrations. Local advertisement is done using The Dakota Sun and postings at Tribal and Bureau of Indian Affairs offices.

Because of its size, SRCC has no personnel office as such. Correspondence is handled through the office of the Dean of Instruction. The Dean consults with faculty members most closely associated with the area the opening occurs in, checks references,

and inspects the academic credentials of the individual applicants. Normally, three top candidates are selected for further consideration. Where possible, these individuals are invited to come to the College for an interview.

These interviews are conducted by the Dean of Instruction in consultation with other members of the Administrative Council. Faculty members associated with the area of the opening are also consulted. A final recommendation is then made to the Board of Trustees. Once final selection is made, a contract is issued to the successful applicant. Upon acceptance of the contract terms, a personnel file is begun and maintained in the office of the Administrative Associate.

The selection and appointment of part-time personnel follows a similar procedure with the exception that final decisions do not require board concurrence.

Compensation in both full- and part-time instances is based on budget constraints and prevailing rates in the area.

Orientation

Since there is a small faculty at SRCC, orientation of new faculty members is not a formal affair. Orientation is normally conducted by the Dean of Instruction. All faculty members, new and returning, are required to be on campus a minimum of three days before the beginning of the fall term. A scheduled pre-service training session is carried out during this time. As one of the agenda items, all new faculty members meet with each administrative officer of the College and are given information pertinent to their work at the College. In addition, copies of the policies and procedures governing work at the College are given to each member, new and returning, to be certain that they are understood.

The number of part-time faculty members is also small and orientation for them is conducted on a "one-to-one" basis with specific emphasis on the particular course they

will teach. Since most of the part-time faculty teach at extension centers, the orientation is normally carried out by the Vice President.

Profile

As part of its ongoing data collection effort, SRCC keeps more than just the regular faculty data such as degrees and work experience. Since students spend more time with faculty members than with other staff of the College, this is considered worthwhile. What follows is a brief profile of faculty members of the institution.

At this writing, SRCC employs 14 full-time faculty persons. Of these 14, ten are male and 4 are female. The average age of the male instructors is 37.3. That of the female instructors is 40.7. The average age of the entire faculty group is 38.4 years.

These 14 faculty members have a variety of educational backgrounds. Table 1 indicates the highest degree attained by faculty members and whether they teach in vocational or general education subject areas.

TABLE 1
HIGHEST DEGREES ATTAINED
BY GENERAL EDUCATION
AND VOCATIONAL FACULTY

DEGREE		GEN	VOC
Bachelors	1	6	7
Masters	4	1	5
Doctorate	1	0	1
No Degree	1	0	1

It can be seen that a preponderance of vocational faculty members hold the Bachelor's degree as their highest degree. One of these individuals is currently working toward the Master's degree. In the general education area, four hold the Master's. The one individual who does not hold the Master's in the General Education area is primarily involved in working with remediation in Mathematics. One General Education

faculty member holds the Ph.D. in Teacher Education. Two of the General Education personnel are either currently involved in working toward the doctorate or taking advanced work in their areas. The one individual holding no degree has expertise in Indian language and culture that cannot be obtained with degrees. This individual is, however, currently working toward a degree.

Given the isolated location of the institution and the small size of the faculty, it is difficult to obtain a mix of backgrounds. With this in mind, it is of importance to note where it was that faculty members did their degree work. Faculty of SRCC have graduated from numerous institutions ranging from the University of North Dakota to Ain Sham University in Cairo, Egypt. There is virtually no pattern involved in colleges attended. However, the faculty is not parochial, at least in the matter of where they chose to attend College.

Another matter of some importance is the holding power of the institution. Teachers have served the institution for a varied number of years. Several faculty members joined the institution in 1981 when new occupational programs opened. Two joined with the beginning of special services. One general education member has been with the College for 8 years. Given that long service is not rewarded as much financially as it might be in other places, this is an impressive record. In the occupational areas, the years that individuals have had of practical experience prior to their entering teaching is an important variable. The individual in the Criminal Justice Program has had nearly 7 years' experience in law enforcement. In Human Services, the Instructor has 10 years of social work experience. In Office Systems, the two members have had 10 and 7 years respectively. The Farm/Ranch Department combines nearly 35 years of experience in various aspects of agriculture.

Salaries and Benefits

The faculty of Standing Rock Community College is not unionized, nor is it a part of any larger bargaining organization. A group composed of only those individuals whose sole employment is teaching does exist. This group, called the Faculty Committee, elects officers and is the constituted body representing the faculty in negotiations. Because of the nature of the institution, little "bargaining" as such takes place. A spirit of cooperation prevails and there is little conflict over settlement of salary and fringe issues. Table 4 presents starting salaries.

TABLE 4

STARTING SALARIES BY DEGREE

DEGREE	STARTING SALARY
Bachelors	$16000
Masters	17000
Doctorate	18000

These salaries, although apparently low, are competitive with salaries offered in the region. There is no specified amount by which these salaries increase each year. However, the settlements in the past three years have amounted to an increase of 5% per year. When compared with the fact that for state institutions there has been a freeze on salary increases for the past two years and that this freeze is set to continue for at least one more year, the increases offered have been generous.

In addition to the salary increases, SRCC maintains a fringe benefit package which constitutes approximately 20% of the salary amount. Workman's Compensation and Unemployment Insurance accounts for a small amount of this fringe package.

The College maintains a health and disability insurance plan for its faculty, administration and staff through the Horace Mann Life Insurance Company. Under the provisions of this plan, full payment is made for medical coverage for each faculty member. In the event that the faculty member is covered under another plan, a

supplementary plan under Horace Mann is available to provide additional payment in the event of illness. In this way, all individuals receive fringe benefits.

Until January 1, 1984, Standing Rock Community College, as a non-profit corporation, opted not to contribute to Social Security. However, beginning on January 1, 1984, this option was no longer available. For years prior, SRCC contributed $80 per month to an annuity program maintained through Great West Life Insurance Co. In the Fall of 1983, this amount was increased to $100 per month. With the requirement that the institution now pay into Social Security, this annuity contribution had to be reconsidered. Action by the Board of Trustees has reduced the amount paid into the annuity fund by half for the remainder of the 1983-84 year. Following this year, the issue will be renegotiated with the probable result that the College will no longer be able to contribute but that faculty deductions will be made in the event that members wish it to be done.

The issue of the Social Security vs. Annuity payments is an instance in which faculty cooperation can be noted. Effectively, the reduction of the College contribution represents a loss to faculty, administrative and staff members. This loss was discussed at a general staff meeting and general agreement was reached that this was the only viable alternative. The settlement was unanimously accepted.

Faculty members have normal academic year vacations. In addition to this vacation, three days per year are given in personal leave. Sick leave in the amount of 4 hours per pay period (six hours for those who have worked more than four years at SRCC) can be accumulated indefinitely.Thereis no current provision to assist faculty members in their professional development other than paying for conferences and workshops.

Teaching Loads

Current policy defining the full-time teacher provides that a full-time load consists of a minimum of 12 semester hours. This rule covers all faculty. However, in actual practice, loads vary. Generally, instructors teaching courses with primarily lecture-discussion format carry 15 credit hour loads. Teachers with laboratory courses Carry between 12 and 15 credit hours.

A factor that complicates the completely accurate calculation of the amount of teaching done by each faculty member is that many faculty members also teach courses in the extension centers. While the problem is not one of determining the number of hours, the question of the amount of time that a given teacher spends driving to and from the Center must enter into the calculation of load. However, most faculty members do not object to teaching in extension centers and, in fact, relish the notion since it reflects the true community of the College.

Salary calculations thus reflect a minimum effort. No faculty member carries minimum hours. There is no provision for payment of overload. Generally, overloads are avoided with the exception of those individuals who teach Upper Division courses. These courses are handled as much as possible with regular SRCC faculty functioning as adjunct personnel of Dakota Northwestern University in Minot, North Dakota. Fees for teaching Upper Division are calculated, on the same basis that part-time contracts are calculated, only they are pro-rated for quarter hour teaching rather than the semester hours used for calculating regular community college loads.

As the College has developed, many of the students who had been part-time have graduated and, at the current time, most of the students are full-time. This has made a major change in the manner of scheduling courses. At the present time, there is not a high need for a great number of evening classes. Therefore, class assignments are made on the basis of daytime hours, with the exception of a small number of courses per

semester which are taught in late afternoon or evening. These classes are not compensated in any way other than that faculty members who teach them need not be in their offices during the day for a commensurate number of hours.

The basic requirements for faculty to fulfill their contract terms involves meeting all assigned classes, being available for consultation with students, taking sufficient time to prepare for their classes, and being present on Fridays for numerous meetings that take place during the day when there are no classes scheduled.

Nothing needs to be said about the obligation of teachers to meet their classes. The requirement that faculty members spend time each week in their offices available for student consultation on subject matter related work is a common one in higher education. The number of hours is felt to be appropriate in that many students require considerable work in addition to their classes; however, most of the classes are relatively small and a good deal of this work is taken care of in regular class meetings. Preparation time is not monitored. SRCC assumes that when it hires a faculty member, it has hired a competent professional and that that individual will prepare adequately for his classes. Given different styles, some faculty members prefer to prepare at home; others prefer to have the resources of the College available as they prepare. The final requirement relates to the numerous meetings that must be held, even in a small institution. The Academic Affairs Committee, composed of all faculty members, handles a great deal of what is normally handled by subcommittees. There are some standing committees and they also meet on Fridays. And, of course, ad hoc committees are appointed. It is thus important that all faculty people be present on these meeting days.

LIBRARY

Background

Standing Rock Community College views its library as being central to the learning process and the process of socializing students, both into vocational areas and into more advanced work required of students who transfer to four-year institutions.

As previously noted, the institution came into existence in 1973. At that time, it did not have a library at all. However, the Standing Rock Sioux Tribe, along with two other reservations in the United States, was participating in a library development program through the National Indian Education Association in St. Paul, Minnesota. This library had as its major thrust the purchase of multiple copies of titles with the idea that these copies would be placed in the main library in Fort Yates as well as in the outlying libraries in the districts of the reservation. It was difficult for the Tribe to maintain funding for the library after the demonstration grant came to an end. So, in 1976, the library, with responsibility for its maintenance and development, was given to the College.

Along with "inheriting" the library itself, the College "inherited" many of the problems that go along with a community library. Acquisition, for example, had focused on the selection of a limited number of titles with multiple copies of each. A second situation was that the individuals who were the patrons of the library were not used to using a public library and, frequently did not return books that were borrowed. But perhaps the major difference was in the mission. Prior to becoming the College library, the entity had a solely community-oriented mission. After it became a part of the College, it added to the community mission the task of providing academic and occupational support to an institution of higher learning.

The task of developing the library in that manner, thus, fell to the College. The community library had a reasonable collection of books relating to Indian culture. Initially, the College found this to be sufficient since most of the students enrolled were studying the Culture as their area of concentration. However, as the College expanded into occupational areas and as more students began to transfer to other institutions to complete baccalaureate programs, the void was acutely felt. Coupled with these user-related problems was the ever present problem of financing library development.

In their final evaluation of the community library project, a team sent from the National Indian Education Association concluded that the approach to library services engendered by the project was "workable and desirable". The State Library of North Dakota conducted an evaluation of the facility and its holdings at the request of the College. This evaluation was completed in August, 1981. The evaluator recommended that (1) a division between academic/occupational and Native American collections be established with separate budgets for each, (2) basic collections of instructionally-oriented materials be purchased and maintained, (3) data collection systems be instituted, (4) the roles of fiction, reference and periodicals be further refined, (5) a long range plan for collection development be established and (6) professional and clerical staff be added. It will be seen that much of the work of development has been based on the recommendations of these two evaluations with particular attention being paid to the second evaluation.

Standing Rock Community College has modified the belief that was the cornerstone of the earlier library. No longer is it the pattern of the library to acquire multiple copies of books for distribution in the communities. It is felt that there is greater value attached to acquiring larger numbers of titles in single copies with a concomitant effort to find ways of delivering these titles to those in the communities

who need them. The acquisition effort, while still focused on serving community needs, has become one of attempting to support the instructional efforts of the College.

Physical Facilities

The community library had been centered in a small room in the Douglas Skye Memorial Retirement Complex. And, the College was also initially located there. As noted, most students initially enrolling in the College chose to take an Associate of Arts Degree with an emphasis on culturally-related studies. As time went on and the college began to grow, students developed interests in more occupationally-related studies. And the student body grew. A move to the current building became essential because of space limitations. And the library, which is currently housed in the College proper, moved too.

Collection

At the beginning of the career of the library as a College entity, it was not possible to spend sufficient money to develop collections as they were needed. However, this was not a great problem since Bismarck Junior College assisted in supplementing the meagre holdings of the College Library. As BJC's role in the operation of the institution diminished, the responsibility of the College grew.

The first step was to attempt to use gifts and exchange as a means of increasing holdings. However, because the College was not sophisticated in making good use of gifts and exchange, a great many volumes were sent to the library which could not be used. One of the earliest benefactors was the Library at Massachussetts Institute of Technology. Their contributions included a great many volumes in advanced physics which, unfortunately, was not a "high demand" area at Standing Rock Community College.

At the same time that the gifts and exchange operations were ongoing, the association of the Library with the National Indian Education Association resulted in library needs being publicized in many newsletters and other publications which solicited

donations from private philanthropies. Again unfortunately, a good many volumes were received which were of little or no use to the effort. Both these attempts to increase holdings did put some books on the shelves other than those that had come with the community library.

It is also important to remember that during these earlier years, SRCC had virtually no unrestricted funding. Thus, little could be set aside from operating funds to increase holdings. Only limited moneys from funds generated through tuition collection could be used. And the library had to share these funds with other needful programs. During this time, the institution received funding from Title IIB. However, these funds were very small. And, given the financial situation of the institution, it had difficulties meeting the maintenance of effort requirements of the grants. Thus, little progress was made in developing collections during these years. Interlibrary loan and the Bismarck Junior College Library continued to be major sources of reference and research material.

With the passage of the Tribally Controlled Community College Funding Assistance Act, SRCC at last had general funds to work with in its effort to improve the library. The first several years of funding under this act were marked by confusion in its administration at the federal level. Thus, the actual effort at sustained collection development and improvement of library services can be said to have begun in approximately 1981.

An examination of amounts budgeted for expansion throughout the history of the College substantiates these statements. It should be noted that expansion budgets include acquisition of print and non-print materials, addition of needed equipment, and other items such as furniture that might be necessary to improve services. Fiscal year 1978 is the first time that a line for library actually appears on budgets. In that year, $500.00 was budgeted with an actual expenditure of $707.00. In 1979, $3,500.00 was spent on

acquisitions. In 1980, library costs were the same as the year before. In 1981, this amount increased to $3600.00. The amount budgeted in 1982 was $5000.00 and only $3612.00 was spent. The fiscal 1983 budget amount was $9500.00 with $9916 actually being spent on library expansion.

Although the amount spent on expansion has increased significantly since the early days of the College, the Institution recognizes that, as a proportion of total budget, it is not adequate. It must also be remembered that the figures cited above include only the acquisition of materials needed and do not reflect the salary of the Librarian. Therefore, the total amounts are considerably higher. The necessity to continue the buildup is clear, however.

The net result of the work on the collection throughout the years is one which features a total of 6,584 volumes. While not a large number, the effort has been to pinpoint the acquisition of volumes in areas which actually support the curricula of the College. A breakdown of these volumes area by area is of interest.

TABLE 6

LIBRARY HOLDINGS BY AREA

Reference	867
Philosophy	257
Religion	97
General Social Science	1031
Criminal Justice	268
Human Services	216
Language	47
Science	206
Applied Science	538
Business	184
Arts	235
Literature	441
History & Geography	344
Biography	121
Fiction	439
Native American Studies	1293

The Dewey Decimal Classification system has been utilized from the beginning of the library. When a new librarian was appointed in August, 1982, it was decided to convert to the Library of Congress Classification system. It was found that a large number of books had been cataloged inaccurately. Many books of which there was more than one copy, for instance, had different numbers for each copy. Catalog cards reflected a lack of uniformity, especially in the main entry cards and in the subject headings. When it was determined that the entire collection needed to be weeded and re-cataloged, the Library of Congress system was decided on. Anticipated completion of this task is two years from the present. Positive results are already being felt.

Administration

Prior to 1982, the Library was staffed by an individual who came to the College Library from the community library mentioned earlier. The skills required for the operation of a community library are somewhat different from those required for the operation of a library to serve an institution of higher education. The individual who initially served the College library left in the late Spring of 1982. At that time the services of a trained librarian were secured.

Also at that time, a library committee begun to function more effectively.

The role of this committee is to serve as advisors to the Librarian on such matters as acquisition, circulation, security, budget, and usage of the library. Working in cooperation with the Librarian, a number of improvements have been made in the operation of the library:

> *Before 1982, the checkout policy of the Library had been most liberal in that people could check out what books they wanted for nearly as long as they wanted. While this approach was admirable with regard to encouraging library use, it resulted in a great many books not being returned. Recently, an effort has been instituted to obtain the return of books. To avoid the necessity for such effort in the future, a better checkout system has been devised.

*Security in the Library has been lax. In addition to the liberal circulation policy noted above, it is suspected that a good many books were simply not checked out. Several reasons exist for this but the most important one is the small staff of the library. Provisions now exist so that users must pass by the circulation librarian on their way out of the library and books are checked out as they leave. It is not the intention of the Librarian or the Committee to make it difficult to use the facility. It is, however, the intention to make certain that others may have the same advantage in ensuing years. In addition to these security measures, certain costly references, primarily in the area of Native American Studies and in certain general reference areas, are kept in closed stacks and must be used in the library with the librarian knowing who has the material. Again, their use is encouraged; their return is also encouraged.

*Standing Rock Community College uses the services of Midwest Library Services to order books. They provide a periodical mailout of cards listing new holdings in the service. Up to this time, these little cards made good note paper. However, a system is now in place which provides that cards related to subject areas are sent on a regular basis to the faculty member most directly involved. This individual is then asked to return the cards with books that he/she feels would effectively increase the value of the holdings in the specific area. The Librarian then takes these cards, prices the books represented, and puts them in a file to be used for developing the budget for the ensuing year. Obviously, not all expenditures for acqisition are identified in this way; it does identify a substantial number of such expenditures, however. Clearly, its goal is to assist in the provision of an orderly way to develop acquisition budgets.

*Prior to the current time, the only staff member of the Library has been the Head Librarian. This means that this individual is responsible not only for the management of the library but also for all day-to-day detail such as shelving books, cataloging and the like. While it would be desirablee to have a second professional for this work, it is not possible within cost constraints. Therefore, with the aid of the committee, a system of volunteers to help in the library has been instituted. These volunteers perform such tasks as shelving, checking out books and performing other routine tasks about the area.

Thus far in the discussion of the library, focus has been given to print materials. As with other College libraries in the 1980's, non-print material assumes great importance. During the summer of 1983, sufficient moneys were available to develop, to a limited extent, the non-print options. Perhaps the most significant additions along these lines is the purchase of a microfiche/microfilm reader and printer. When the hardware was purchased, the Library had no microform information on file. Since the purchase of the

equipment, although the volume of microform is still low, acquisitions in microform have been made. Most notably, the Library now subscribes to a service called News Bank. This service provides, on a monthly basis, collections of articles from newspapers selected for their geographic distribution or their importance to the nation. A prominent feature of News Bank is that it arrives with a monthly index. In this way, students can be taught research, skills since it is certain that if an article is indexed, it is also available on the microform sent with it. Given that the remainder of the periodicals in the Library contain many broken volumes, this feature has allowed instructors to assign papers which they are certain can be completed. Although a new feature (fiche began arriving only in January, 1984), it is already receiving considerable use. Other uses are being considered for microform, particularly in the area of back issues of periodicals and in the area of historical documents. More will be said about historical documents below.

A second non-print area is involved with videotape. The Library is the repository of a number of videotaped programs, either those which have been purchased or those which have been taped locally. Although taped holdings are limited, they provide a basis for expansion. The Library is also equipped with a Betamax player and a monitor so that instructors may have students view tapes in the library or students may view them on their own. Restrictions are, of course, placed on the kinds of materials that can be used in the Library. Audio tapes are available in certain areas, and four players with headsets are available in the Library for use by students. Expansion of audio holdings will proceed slowly.

At the current time, the Library is in charge of the other audio-visual holdings of the institution including some film strips and movies. However, the Librarian is not charged with the responsibility of supervising the use of A-V equipment because of the myriad

other duties which fall on this individual. They are accounted for through the Office of the Dean of Instruction.

The Community College Library features a direct connection with the North Dakota State Library in its Interlibrary loan arrangements. Access to larger collections is rapid. Interlibrary loan has, of course, the natural restriction of needing to know precisely the reference desired before ordering. Another element in the planning for SRCC Library is that initial steps have been taken to become part of OCLC. This step is an expensive one and outside funding sources are being sought to become part of this effort.

Archives

Historical documents were noted above. At its Summer Planning Retreat held in Bismarck, ND in July, 1982, the Board of Trustees placed a priority on the development of an Archives for the Standing Rock Sioux Tribe and the Standing Rock Area. Shortages of funds have prevented full-scale operations in Archives since that time. However, progress has been made. A series of presentations has been given to committees of the Tribal Council in search of tribal support for the Archives. The committees dealt with have been most receptive to the idea. However, funds have not been available. SRCC is, at the current time, in the process of developing a plan for an Archives which will be placed on an appropriate budget line in the Bureau of Indian Affairs budget for implementation in October, 1984. While this is the most likely timeline, it is possible that, through certain possibilities available at the Area Office level, the actual work of Archiving can begin before October. The budget includes a full-time Archivist, clerical support, and sufficient money to acquire the basics of a collection relating to the Standing Rock area. Meanwhile, the College will continue to collect minutes of Tribal Council meetings and other documents of importance to management of the programs of this government.

EVALUATIVE COMMENTS

Those aspects of the College related to instruction and instructional support have been presented in the preceding three sections of the document. It is evident from this presentation that SRCC has a system for developing new courses and programs and that the faculty plays an important role in implementing that system. Further, it is evident that the College attempts to serve the needs of the population. While SRCC does not have large numbers of occupational offerings, it does offer those occupations that are of current interest to the Tribe. The decision to offer these particular occupational programs was based on correlation with the Tribal Overall Economic Development Plan.

In the years since its founding, SRCC has matured from a complete dependence on Bismarck Junior College to virtual independence. The curriculum has expanded with this maturity.

Concern for both breadth and depth aspects of learning is shown by the College. And, concern for students who wish to go beyond the two-year degree is also evident.

The offering of several degree options is designed to allow each student to choose the option that is best for him/her. While advising as a function is considered central to the appropriate choice of degree options by students, the process remains in need of considerable improvement. This weakness is brought about in part by the fact that the students of the College are farflung. This distance factor makes it difficult to provide the kind of advising desired. Efforts to use computers and other distance methods are being explored to improve this situation.

The introduction of the Personalized System of Instruction has allowed the College to serve a larger number of students in the outlying areas. This system is in developmental stages; however, initial efforts appear to be positive.

Faculty needs to be expanded. Financial constraints are, of course, the major impediment to adding immediately to the number of teachers employed. Given the small number of full time teachers, certain departments are not active. For instance, Art is currently not offered since there is no one on staff qualified to teach it. Further, there has been no part-time assistance available for this field. The department is under study and attempts are being made to locate instructors. This is said as a model of how the College handles departments for which it has no qualified instructors. Every attempt is made to offer those courses that are of interest to and can benefit students.

Beginning salaries are competitive for the area. However, the top range of salaries is not as great as it might be. The College realizes that to recruit and keep highly qualified members, it must be prepared to pay. However, constraints in total funding available make it difficult. The question of salary schedules has been debated. And this debate is ongoing with the main point being that it must be a realistic schedule that can be adhered to if adopted.

Teaching loads are approximately normal with the exception that a normal load can be considerable if a great deal of individual work with students is required. This is often the case at SRCC.

The library is in a period of expansion. It has entered an exciting new era of non-print materials with the addition of microform capabilities. It further hopes to be involved with computerized networking to increase the availability of resources for students.

The holdings of the library are not adequate in many areas. Expansion efforts are underway and a good deal of attention is being paid to the pinpointing of areas so that all money expended for acquisition is spent where it will do the most good.

The Library Committee is active and has assisted the librarian in making significant improvements in the administration of the facility. Day-to-day operations are smooth and, with each semester, the library is put to greater use.

Standing Rock Community College feels that it puts its resources with regard to instruction and instructional support to good use in the fulfillment of mission.

COMMUNITY SERVICE

Definition

It can be seen from an examination of the mission of the institution that community service has always been and remains a high priority. Standing Rock Community College construes community service to have a broad definition. All activities of the institution relating to service to tribal government, service to programs sponsored by tribal government and service to communities through college offerings is included in this definition.

Activities

Given that broad definition, many things can be seen as community service. Some examples of such service include sitting on committees formed by the Tribal Government for specific purposes. Examples include the fact that the President of the College serves on a Reservation-wide educational coordinating committee and that at various times other officers of the College have served on committees relating to tribal involvement in student financial aid and to tribal agricultural development. Other kinds of services provided in the past have included studies conducted by the College to assist in setting priorities, assistance in writing proposals for specific programs, and more general assistance in fund-raising from both private and public sectors for tribal development. Instances of this kind of service are too numerous to detail.

The College has also been involved from its inception in conducting training for various tribal programs. Some of this training has been for credit; other training has not. Within the past two years, SRCC has been involved in training for the Comprehensive Alcohol Prevention Program and the Legal Advocacy Program. It has provided assistance in developing workshops on agricultural development in cooperation with the County Extension Service and it has arranged for workshops in business development with the

Small Business Administration. In addition to these specifically focused workshops, there have been other efforts to bring people together around cultural topics. One such effort, a 4-week series on porcupine quillwork, is currently underway.

The Community College is also responsible for administering and conducting the Adult Education Program of the Tribe. This program is sponsored by the Tribe under a contract to the College. The program has one administrator who also serves as a teacher. Other teachers in the program are part-time and conduct classes in communities for those individuals who did not graduate from high school and who desire to prepare themselves for the GED examinations. The College itself helps to identify individuals in need of these services through its requirement that students who do not have either the High School Diploma or the GED must attain the GED by the end of their first semester of enrollment. Of course, others are eligible for the service. GED programs, by their nature, are programs that do not necessarily keep students for a predetermined period of time. Rather, students leave the program upon successful completion of their testing. Currently there are 175 students enrolled in the Adult Education Program.

All of the foregoing is considered of the highest importance. However, the present major thrust is the continued development of the delivery system for those students whose remoteness makes it difficult for them to attend classes on the main campus. As noted, extension centers have been established in five of the outlying communities. Students from these areas are now able to take a substantial amount of work in their home communities through the PSI delivery mechanism previously mentioned. The actual work of delivery - the supervision of the mentors, the determination of what courses to offer where and the supervision of the necessarily complex record system - falls indirectly in this area. It is indirect because immediate responsibility for the delivery is in the hands of the Title III Director. However, since Title III programs are by definition

developing programs, ultimate responsibility for the effort lies with the community services delivered by the College. It is anticipated that the College will assume full responsibility for delivery upon completion of the developmental phase.

A good deal of the work in accomplishing this PSI task has been involved with making certain that the mentors and other instructors who service communities have places to do their work. At the present time, facilities in communities are not owned by the College. Concrete plans are afoot to develop permanent facilities in each of the communities. These facilities will then allow a movement from extension centers to actual branch campuses.

Administration

Functionally, the work of community service is coordinated by the Vice President.This individual is also responsible for the management of Student Services and is, thus, in a good position to monitor community activities in the same way that activities on the main campus are monitored and controlled. As previously noted, the Division of Instruction is involved in community delivery primarily in the area of quality assurance. Coordination of efforts to determine the best distribution of courses to offer at specific places and times is in place.

It should be noted here that the intimate connection of community services with the communities served has led to the evolution of a system whereby community services has become responsible, in coordination with the Division of Instruction, for scheduling and planning efforts other than PSI in the communities. Each community is able to offer two courses in addition to the PSI courses. These courses are taught either by part-time faculty members or regular faculty members whose loads enable them to offer one or two courses in communities. Clearly, in order for this kind of system to work, coordination of the work of instructors in the Fort Yates campus and in the extension centers is of th

essence.

STUDENT SERVICES

Background

Standing Rock Community College views a College education as encompassing more than merely the instructional aspects of the students' lives. It is for this reason that there is a Division of Student Services. Structurally, the Division falls under the supervision of the Vice President for Administration who also serves as the Chief Student Service Officer of the Institution. The departments in the Division are The Office of the Registrar, the Financial Aid Office and the Life/Career Development Center. Another significant responsibility of Student Services is student activities.

Admissions and Recruitment

Standing Rock Community College follows an open admissions policy. That is, any student, regardless of prior academic background, is eligible for admission into the school. No entrance testing is done; rank in high school graduating class is, to a certain extent, immaterial; all who can benefit are admitted. This is not to say that there is no admissions process at the Institution. Individuals who are planning on becoming students at SRCC make application for admission. This application is handled by the Registrar. Upon completion of this form, the student is then advised as to whether he or she needs to complete the GED within the first semester of his career at the College. There is no committee to consider applications for admission since all can be admitted.

In order to inform potential students of the existence of the College and of what it can do for them, certain publicity measures are coordinated through Student Services. Primarily, these measures involve publication of schedules and registration dates in the reservation newspaper, The Dakota Sun; announcements, both paid and public service, on radio stations KOLY in Mobridge, South Dakota, and KBMR in Bismarck, North Dakota;

and, perhaps most effectively, word of mouth. (Studies conducted by SRCC show that virtually none of the students who enroll for the first time get their initial information about the College from one of the media. Nearly all students found out about programs and dates initially through talking with family or friends who were involved with the College.)

The College does publicize itself through certain brochures and other publications which provide further information about programs and services available; however, the primary source of information is still person to person contact. As noted, most of the communities served by SRCC have persons called mentors working in them. These individuals, because of grant restrictions, cannot actively recruit students. But they are the first line of the College. Their presence appears to encourage people to obtain more information about the College. When such a contact is made, student service personnel follow up with more detailed information.

Data indicate that SRCC is serving a larger number of students who have just graduated from high school. Translated into terms that have implications for action, high schools are becoming a far more important source of students for the College than they were in the early days of the College when it served an older group of people. These older people are still of primary importance; however, the high schools have grown in importance. Standing Rock Community College participates in career days in the service area and recruits actively at these events. Student service personnel are in contacts with the counselors in these schools.

Transfer Students

Transfer students constitute a significant proportion of new enrollments at SRCC. Most of these students transfer from four-year colleges or other two-year colleges where they have "tried their hand" at higher education. For many students these have not been

happy experiences. However, whatever credits are completed at C or above are accepted as transfer credits. They may not, however, fulfill degree requirements depending on departmental judgements. At the present time, the institution is studying ways to convert work done at several area vocational schools to credit in the College for occupational offerings. There is no provision for challenge; there is for advanced placement.

Student Records

Once a student is accepted and registered at the College, records of his instructional experiences are kept by the Office of the Registrar. Current schedules are maintained in this office along with information on drops and adds. At the end of each semester, the Registrar's Office updates student transcripts so that up-to-date transcripts and grade reports can be issued to students.

At the present time, an effort funded by Title III is underway to computerize much of this activity. The activity is progressing but manual backup registrations, class schedules, class lists, and drop/add tracking is still being done. The automating of the entire process from registration through grade reporting and transcript updating is the ultimate goal of this effort. Such automation is expected to be achieved by Spring semester, 1985.

Orientation and Advisement

New students are required, where possible, to participate in a day of orientation to College. Since the number of students is relatively small and many of them are acquainted with each other, orientation does not need to be as formal as it might need to be elsewhere. Generally, a day is set aside in which students are acquainted more with the idea of College than with the College. It has been said previously that many of SRCC's students have been out of school for a considerable period of time. Many of them have had unsuccessful experiences elsewhere. Attention is paid during orientation to

acquainting students with services that are available at the College to assure that this experience be successful.

Registration

The process of registering students begins with pre-registration, usually three to four weeks prior to the end of the current semester. Local constraints make slight variations in the typical pattern of advisement necessary. Students are farflung and must register when it is feasible for them to do so within the time frames established by the College. The persons who should serve as advisors are sometimes not available when students need to register. Therefore, available faculty members serve as advisors in many areas, referring problems to faculty members in appropriate departments.

Placement Testing

At the beginning of each semester, incoming students are tested with regard to their ability to make normal progress through the College. This takes the form of the instruments developed at SRCC to test for placement in English and Mathematics. Those who, on the basis of testing, appear to need assistance are registered in English or Mathematics 100 level courses in which basic skills are stressed. Further assistance is available to all students in a writing center staffed primarily by members of the English faculty but also staffed by volunteers from such diverse departments as Agriculture and Human Services.

Financial Aid

Since nearly all students at SRCC qualify as low income students, financial aid is a very important consideration in fulfilling those aspects of the mission related to access. Students generally cannot afford to attend College without assistance. Thus, SRCC makes every effort to obtain for students all financial aid that they are entitled to. At this point in its development, the Institution does not have any substantial scholarship funds

other than those for which it is eligible from generally federal sources. Sources of financial aid are enumerated in the College catalog.

It has been noted that Standing Rock Community College began operating its own financial aid program in 1980. Prior to that time, all financial aid was administered by Bismarck Junior College. One result of this recent assumption of financial aid responsibility has been that funds available for College Work Study Programs and for Supplementary Educational Opportunity Grants were extremely limited. In 1982-83, funds available to SRCC for CWSP totaled only $10,312. This sum allowed only 18 students to be served. During that year, only $4,776 was available for SEOG. During the current year, not much change was noted with $13,564 for CWSP, employing 26 students. SEOG funds for 1983-84 amount to $4,783.

One financial aid program is of sufficient local significance to merit mention. The Standing Rock Sioux Tribe, through its Joint Training and Partnership Act funds, has allocated most of this funding for training at SRCC. Students funded under this program are currently enrolled in all occupational training programs offered by the College. At the present time, 72 students are funded under this program. This funding began with a negotiated agreement between the College and the Tribe in 1982. Participants in this program are treated as regular College students and are governed by the same codes as any other students. Each participant is advised to enter the career field of his/her choice. Upon completion of their work, assistance is given by the JTPA Officer of the Tribe in assisting graduates to find employment.

All incoming students fill out applications for available financial aid. Applications are sent to ACT in Iowa City for review and a financial aid "package" composed of all sources available is developed for individual students.SRCC devises and has approved by

administration a standard student budget for students in various categories. This budget assists the financial aid officer in packaging decisions.

Activities

Also falling under the heading of Student Services are the activities sponsored by the College. The fact that the campus is widely dispersed creates large difficulties in providing activities for all students.

Using faculty advisors, three major organizations exist at the College: the Ikce Wicasa Cultural Club; the Criminal Justice Club; and the Student Body Organization. (At least two other clubs are currently in the planning stages. One is a local affiliate of Bacchus - an organization to promote sane use of alcohol. The second is an organization for students who plan to transfer to a four year institution.) These organizations are coordinated through Student Services. Requests for funding for any activities may be made to the Activities Committee which is responsible for allocation of these funds.

During the past year, the American Indian Higher Education Consortium has developed and is now implementing an Activities Association. This association is concerned with athletic competition, cultural events, and other activities that might have value to Colleges. Standing Rock Community College has participated in this development from its inception. Currently, a men's basketball team, a women's' basketball team, a co-ed volleyball team and a cross-country team represent the College in inter-scholastic competition. Intra-mural teams are available, provided there is sufficient interest to develop teams.

In addition to the athletic endeavors noted above, the College is currently involved in helping with the planning of a Student Assembly to be held in conjunction with the National American Indian and Alaska Native Higher Education Conference to be held in

Bismarck, North Dakota during the month of April, 1984. Local students will be representing SRCC in this event.

Other Student Services

The Community College does not own or sponsor a student union as such. However, in the complex utilized by the College, there is a snack bar. This business is currently handled through a lease arrangement with a local citizen who provides breakfast and lunch services during the normal day. Located adjacent to this facility is a student lounge in which students may socialize as their time permits during their school day.

SRCC operates a bookstore as a service. It began as merely a place to purchase texts. There was no real physical location. In the Summer of 1983, a structure was built for the bookstore in a large open space at the center of the college facility. The bookstore, while still mainly for the purpose of selling texts for classes, now offers jackets, caps, mugs and other College memorabilia for sale to students and the public. It is currently run as a student service; however, it is the hope of the institution to make it an auxiliary enterprise as soon as it is feasible to do so.

SRCC does not provide health service to its students. The reason for this is that Native Americans are eligible to receive health services through the Indian Health Service. Students are eligible for the same service as any other community member. Thus, there is no need to develop a parallel service.

The College auditorium is available for scheduling sanctioned social events to both students and the public at large. Student groups are given the use of the auditorium free of charge. A charge is made to other groups using the facility, primarily to cover the cost of maintenance.

EVALUATIVE COMMENTS

Standing Rock Community College organizes its resources related to community and student services in such a way that they contribute to the fulfillment of the mission of the institution.

Community service is presently not organized into a separate component of the College. This is the situation for two reasons. The first of these is that contact with and service to the community is integral to the operation of instructional and student service elements in the College. The second, related to this, is that existing personnel have handled the work of community service because it is so integral. Opportunities to serve communities might be lost because of this dispersion.

The delivery of PSI format courses is currently a shared responsibility between community services and Instruction. As the College moves forward in its physical expansion plan, it will be possible to organize what are now extension centers into branch campuses. At this point, when there is an administration in each of the branches, it will be possible to focus much more specific attention on community services.

Student Services have improved consistently since the founding of the College. Progress has been particularly dramatic in the past five years. During this time, SRCC assumed responsibility for its own financial aids. Because of this assumption of responsibility, more students have received more financial aid than was the case when aid was administered through BJC. A disadvantage of this recent assumption is that College Work Study and Supplementary Grants are small.

Student activity has increased greatly, particularly in the past year. Standing Rock Community College is part of the American Indian Higher Education Consortium Activities Association. This association has provided a means for interscholastic athletic competition

as well as activities related to culture and the arts. Student interest in these activities is developing and a sense of identity centering around teams is emerging at the College. Again, with expansion into communities, requests for greater numbers of activities can be honored.

Standing Rock Community College keeps accurate records on its students. These records have been audited numerous times and are found to be in good order.

These factors all lead to the conclusion that SRCC is fulfilling aspects of its mission through the means that it uses to organize its community and student service activities.

CRITERION 3

Standing Rock Community College, in this section concerning the outcomes of the effort described previously, seeks to establish that through the organization of its resources, it produces outcomes that are desirable for the area served by the College. And it seeks to show that these outcomes are being accomplished in an efficient manner. It establishes that it is accomplishing its purposes.

OUTCOMES

The purpose of attempting to organize resources in such a way as to achieve the mission of the institution is to produce outcomes. And, a goal of every institution in these days of scarce financial resources is to organize these resources as efficiently as possible. It is the intent of this section of the self study to report on the results that are achieved with students and the efficiency with which the resources of the institution are organized. Both efficiency and effectiveness are important in reporting outcomes.

Efficiency

Standing Rock Community College has always achieved results in the most economic way possible. In the early years, it was more difficult to be efficient. That is, with very small numbers of students enrolling, and with the need to maintain the same kinds of administrative and faculty structure as larger institutions might have, efficiency had to be sacrificed and time allowed for building to take place. Table 5 shows the enrollment history of the institution, illustrating steady increases in numbers of students over the time the College has existed. Of interest to this study is the period of time most recent in history when enrollments approximated their current standings. Enrollment by semester from 1980 to 1982 is given below:

TABLE 5

ENROLLMENT BY SEMESTER

Spring, 1980	180 students
Fall, 1980	215 students
Spring, 1981	229 students
Fall, 1981	183 students
Spring, 1982	199 students
Fall, 1982	199 students
Spring, 1983	232 students
Fall, 1983	230 students

Estimates range around the 235 mark for the current semester. These figures are all "head count" figures. Full Time Equivalent figures based on a formula which counts all full time students (those taking over 12 semester hours) as one student regardless of load and which divides the remaining part time credits by 12 and sums these figures shows an increase from 138 FTE students in the Fall of 1980 to 139 in that Spring. Fall semester of 1981 saw 153 FTE students followed by 176 in the Spring of that year. In 1982, the Fall semester showed 156 increasing to 208 in the Spring. Fall of 1983 came to 205 FTE.

It can be seen from these figures that enrollment increased more dramatically early in the decade than it is currently increasing. Whether the current time marks the high point of enrollment remains to be seen. However, the institution in preparing for larger enrollments in the future based on improved programming.

There has been little corresponding increase in capital outlays or personnel costs other than those engendered by grants for special purposes. What this means is that, since 1981, the size of the faculty has been consistent and the amount spent for capital improvements has not exceeded that of normal building operations and some equipment improvement. Thus, the same size faculty has been able to absorb considerable increases in FTE load without adding to the cost of the operation. In some areas it would be possible to continue increasing without adding to faculty. However, there are areas which, if there were continued student growth, would require the addition of faculty, thus reducing the economic efficiency of the operation.

This same efficiency holds in the area of buildings. SRCC has been able to absorb the increases in enrollment without adding to its buildings. As has been previously noted, expansion plans are underway to improve the means by which students are served. However, even assuming that these plans are not realized on schedule, services can continue with existing facilities.

Calculated with FTE figures for students, it can be seen that student-teacher ratios over the years work out to be 13:1 in the Spring of 1980. This ratio has changed during the ensuing time periods so that, in Spring of 1981 it was 16:1; in the Spring of 1982 it was 14:1 and in the Spring of 1983 it was 17:1. If current enrollment projections work out, this ratio will be 17:1.

Perhaps the most significant recent contribution to the efficiency of the institution is the addition of the Personalized System of Instruction offerings. The PSI courses, as noted, are administered by a corps of mentors. These mentors are not the actual teachers of the courses. The reason for the existence of this system is primarily to deliver a larger number of offerings to the community extension centers at a lower cost than would be encountered by sending faculty to these sites. It must be emphasized that this system is in a developmental stage and a good many difficulties have had to be worked out. Overall, though, the system is working and students are satisfied that they are, in general, learning as much through these courses as they would be in a class. The efficiency aspect of the PSI is that it allows many instructors to be present through the mentors and allows for the availability of written materials in communities where it would be prohibitively expensive to actually send teachers. At any time in any community, students are registered for up to 15 such courses. The cost of delivering them through PSI involves the one-time cost of development of the course and the continuing cost of travel and salary for the mentor. If these same courses were to be delivered by teachers actually traveling to the communities, it would involve continuing costs for either the payment of part-time teachers or the supplementing of full-time teachers in the Fort Yates Campus to make up for time and load lost through community effort. It must be noted that teachers still do go to communities. But not in the numbers that they would have to in order to provide the same kinds of services that are currently being offered.

Enrollment in the communities has increased since the inception of the PSI system. Increased enrollments lead to increased funding based on the formula payment method employed by PL95-471. Thus, the PSI program virtually assures that it can carry on through the revenues that it generates following the termination of Title III funding for the development phases in 1985.

The preceding information points up the fact that SRCC is concerned with efficiency in its operations. This efficiency is worth nothing if it does not aid the the production of results in students.

Student Outcomes

Standing Rock Community College graduated its first class in 1976. It consisted of seven graduates who received dual degrees - Standing Rock Community College and Bismarck Junior College. This practice of awarding dual degrees continued until nearly the end of the 1970's when the last of the students who had registered in BJC programs completed. The number of graduates has increased in an almost linear pattern each year. The largest number graduated in 1980 with 36 members. Projected size of the 1984 graduating class is 34. A total of 136 Associate degrees and one year certificates have been awarded.

Of this total, the largest proportion are Associate of Arts. Ninety nine individuals have received this degree. The Associate of Science degree has been awarded to 14 people. Only four have received the Associate of Applied Science. The College operated a Licensed Practical Nursing Program for three years, during which time 15 students graduated with the Certificate. Four have graduated with the one-year certificate in Clerical Studies.

In addition to those degrees directly awarded by the College, at various times in its existence, it has placed emphasis on four-year programs in cooperation with other

Colleges. The most outstanding example of this cooperation was a grant operated in conjunction with the University of North Dakota in Grand Forks in which elementary school teachers were trained. Although UND accredited the third and fourth years of work and its faculty took care of much of the instruction, the work was actually done on the Reservation with three-week segments each semester spent on campus in Grand Forks. The result of this program is that 37 people received Bachelor of Science in Education degrees with elementary teacher certification in North Dakota.

Mere numbers of graduates do not tell the story of student outcomes, however. Employment status is also important. Against the backdrop of 79% unemployment figures reservation-wide, an examination of all graduates' current employment status shows that only 4.4% are definitely known to be unemployed. Even when it is considered that approximately 26.5% of the graduates are unaccounted for in latest follow-up figures, the maximum percentage of graduates who could be unemployed is 30.9%, obtained by summing the 4.4% known to be unemployed and the 26.5% unable to be accounted for.

It is of further interest to note that 30.1% of those who received Associate degrees from SRCC are not only working but working in areas for which they were trained. The remaining 21.3% who are working are in occupations other than those they trained for. Much of this can be accounted for by the fact that in the early days of the College, there were few occupational areas offered. Students who graduated in those days and, to a certain extent in current times, find that the mere fact that they graduated assists them in obtaining employment.

Another 16.2% of those who have graduated with Associate degrees at SRCC are currently enrolled in work leading to the Bachelor's degree, either in the Upper Division at SRCC or at other institutions. This trend toward transfer to four year institutions not in specific programs coordinated with SRCC has seen an increase since approximately

1980. Calling to mind the figure of up to 91% attrition experienced by Indian students in area schools prior to the formation of SRCC, it is significant to note that most of the students who have transferred are either completing their work or making normal progress toward graduation. Several have changed majors. Complete follow-up data is not available on these transfer students. However, informal impressions gained by faculty and administration in discussions with students who have transferred indicate that several important things occurred during their tenure as students at SRCC. The first of these is that confidence developed. Given the fact that an institution of higher education was located in a place in which they felt comfortable and was staffed by people who had some understanding of the situations of students, they felt that they could try (many times, try again) to complete College. Their success in this experience motivated them to go on to higher objectives. A second element of significance identified through discussions with graduates involves the work that was done with some students on improvement of basic skills. This skill improvement made it possible for them to complete their work. A third item of importance involves assistance in meeting goals. Many of the students had started other programs and had not successfully completed. The generally optimistic attitude of the College helped some of these students to actually achieve goals that they had set for themselves.

A significant outcome of the work of the College rests in the simple fact of socialization. Nearly 100% of students at Standing Rock Community College are first generation. That is, neither the father or the mother of most students had completed college degrees at either the Bachelor's or Associate level. Thus, there was virtually no history of higher education in the community. The process of coming to understand such things as registration, financial aid, responsibility for material that teachers assign but do

not go over in detail in class and the like is a significant outcome for those students who transfer. It is also significant for those who go directly to work.

Alumni of the College currently occupy positions of importance to self determination. Some of these positions noted briefly are:

> A graduate of the College is currently employed as Tribal Defender
> A graduate of the College has recently been appointed to serve on the Board of Directors of the Legal Services Program
> A graduate of the College holds a position as Counselor with Standing Rock Community College
> A graduate of the College is the Clerk of the District School Board
> A graduate of the LPN program went from the College to a Bachelor's Degree program in Nursing and is now employed with Public Health Service
> Approximately 25 of those who persisted to the Bachelor's degree in the Teacher training program noted earlier are currently actively engaged in teaching Indian children on Standing Rock or working in some support capacity

In an effort to determine how students perceive the experiences that lead to the outcomes noted, SRCC has, with Title III funding, begun the development of a data system which had its beginnings in the Fall of 1983. Obviously, data had been kept before this time and much of it is useful. However, it was not necessarily done on a systematic basis. The purpose of the work of the grant is to develop and systematize a means of keeping such data. The first aspect of data collected involved student biographical inventories. Of interest to this section is data which gives information about why students drop and about how students perceive their experience at the College.

SRCC has significantly lowered the attrition rate that its students could have been expected to have at other area colleges. However, attrition still averages approximately 25%. Sufficient time has not elapsed to allow for the completion of studies concerning whether students who leave the College in any given semester leave for good or return at a later time to complete their studies. These studies are in the planning stages at the present time and past data will be utilized to complete them. With regard to those who

leave, an analysis of the Student Attrition Survey piloted during the first semester of 1983-84 shows that of the nine individuals who left the College and who could be interviewed, most of the responses concerning why they left involved financial problems. This correlates highly with data from the Student Services Division which indicates that students who receive full or nearly full funding do not drop out. Most of the attrition occurs with those students who, because of ineligibility or late applications, do not receive sufficient financial assistance to carry on. The next most significant reason for leaving involved "personal reasons" or "personal problems" Most indicated that they had not talked with teachers, counselors or other staff members prior to their leaving. They simply left. One student indicated that he was working; another had joined the armed forces. Four said they were unemployed. Both females who dropped out said they were staying at home. When asked what their future plans were, 5 said that they intended to return to school, 2 of them to SRCC.

Thirty six individuals responded to a pilot test of an instrument entitled Student Experience Survey designed to determine what the perception of students is of the experience they undergo at SRCC. Included in this instrument is information about how they perceive their programs. Thirty five of the 36 respondents said that their instructors either sometimes or almost always challenge them to work hard. Thirty three said that their teachers encourage them to work through difficult problems rather than just giving them the answers. All 36 said that their teachers help them to feel better after they make mistakes. Thirty three said that their teachers give them sufficient freedom. And all 36 said that they felt their teachers knew what they were talking about.

Students were given an opportunity to present the one thing they would like to see improved in their programs. Responses ranged from no response (23) to the following:

There should be more understanding when students get behind
There should be more classes offered, more workshops, more films and

more field trips
The College should provide transportation
There should be better grading systems
There should be higher degrees offered
All students should be required to attend classes
There should be more advisement
Teachers should explain things better in class
There should be more courses to choose from in the districts

These same students responded to an item asking them the best things about their programs. Answers included the following:

It has helped to build my self confidence
Instructors give a lot of individual attention and are willing to help
Small classes
Learning
Preparation for jobs

General comments solicited with no structure obtained some of the following responses:

I appreciate the experience I'm having
More counselors are needed in the communities
Most teachers are good
Teachers should slow down and explain things better
There should be better career planning and placement services
There should be more summer classes and activities

It must be remembered that these instruments are undergoing development and must be considered pilots. The results appear to point the need to more specificity in the items asked. SRCC is currently looking at more standardized formats in order to obtain the most useful possible information about its process.

EVALUATIVE COMMENTS

As pointed out, the results achieved by an institution are an important element in evaluating whether or not it works. With regard to efficiency, SRCC operates at capacity. The College is at a point in its development at which the addition of substantial numbers of students could require substantial capital outlay. Given this condition, the planning process becomes even more important in that projections of enrollment must be made in as accurate a fashion as possible. Projection is done at the present time but it is not based on scientific principles. These projections must provide the basis for planning in that all activities must be predicated on how many students are enrolled at the College.

With regard to physical facilities, there has been a considerable amount of work done in order to become more efficient. It will be necessary to develop physically in communities, regardless of whether large numbers of students are enrolled in that community. What this means is that there may need to be a slight decrease in efficiency while the branch campus idea develops.

With regard to substantial energy costs, the new buildings planned will be built with energy efficiency in mind. The existing facility at the Fort Yates campus needs to be dealt with regarding energy consumption as well.

The student outcome that the institution feels most proud of is the one indicating that students who graduate from the College are working at a much higher rate than the reservation population in general. Extrapolating from the fact that 79% of the general population is not working and the fact that conservatively estimated, 75% of the graduates of the College are either working or pursuing further education, it is evident

that employers find the graduates of the College to be good additions to their employee rosters. SRCC interprets this to mean that the work is satisfactory.

As time goes on, data systems which are now in place will become more sophisticated so that more definite statements can be made about the eventual fate of those who graduate from the institution.

Few other indices are available to the College to measure its outcomes. That is, there is little evidence from licensure examinations or the like to indicate that students fare well.

Given the foregoing, it is clear that the efforts of SRCC to organize its resources effectively lead to outcomes consistent with the purposes of higher education.

CRITERION 4

SRCC, through its planning process and the evaluation of that planning activity, proposes to show that it is capable of continuing into the future. It is organized in such a way that the efforts currently being undertaken to fulfill the mission can be continued. It is staffed in such a way that this mission fulfillment can continue. And it is funded in a sufficiently stable manner to assure this end.

The plan presented here is the product of a process which shows that there is a forward-looking spirit in the institution.

PLANNING

Like all institutions, Standing Rock Community College is faced with the need to plan into an uncertain future. Historically, planning has taken a back seat to operational activities. Early in the history of the College, the emphasis was on survival from year to year. This kind of management need made it very difficult to do planning that extended beyond the ensuing year. As the College gained maturity, so did its planning process. Currently, the institution recognizes its need to plan in order to use scarce resources in the most effective ways possible. What follows in this section of the study is the plan as approved in the Fall of 1982. The plan has been evaluated and revised since that time. The shorter range goals were presented earlier in this document. The plan is intended to give an accurate picture of the hopes and ambitions of the College during a five year timespan It is the judgement of the institution's board, administration, faculty, students and community constituencies that these plans are achievable and that, when achieved, they will enhance the service provided by SRCC.

Planning Process

The process used in developing this plan reflects some of the reality of dealing with a complex process such as planning in an institution without staff specifically devoted to that task. Basically, the process involved close observation and note taking at discussions during regular meetings with various parts of the College. That is, the Administrative Council at its regular meetings discusses matters related to planning. So do meetings of the Academic Affairs Committee. And the Activities Committee. The activities of planning committees in outlying districts forms an important part of community involvement in plans. And students are consulted through their organizations in much the same way that the faculty and administrators are consulted. Matters that relate to "what

we should be doing" are the objects of attention to the planning process. At intervals these notes are reviewed and may become part of the proposed plans.

The activities of planning are informed by research. That is, data collected by the Research and Planning Office are considered when plans are being formulated. At the present time, bases for such data are in the process of development and are thus not yet a primary input into planning. It is projected that such inputs will become more significant.

A more formalized planning committee to consider the elements gleaned from the meetings noted and to suggest goals on their own is also in the process of being formed.

Of course, the various committees and councils of the College do not "do" the planning. They form part of a process which includes ultimately the Board of Trustees who, at planning sessions scheduled usually during the Summer months, consider all of these ideas and directions collected during the course of the year. Some of them find their way into plans; others do not.

Formal evaluation of the plan is handled by the Administrative Council and by the Board at yearly meetings dedicated to planning. More formal planning approaches are under development. Title III funding has placed an individual on the administrative staff who is responsible for planning activities as part of his role. His tasks involve more development of process than product. The process developed will be implemented on a regular basis following the completion of process manuals.

Long Term Goals

In order to assure the fulfillment of the mission stated earlier, the College divides itself into three major components: management, instruction and student service. What

follows is a list of the functional responsibilities attached to each of these divisions. They allow for the setting of long range goals which follow the functional responsibilities.

Management

Executive Management
Financial Management
Buildings and Grounds
Administrative Computing
General Administration
Public/Community Relations
Development
Institutional Research
Planning

Instruction

Instructional Administration
General Education Instruction
Occupational Instruction
Preparatory Instruction
Library Services
Course/Curriculum Development
Instructional Personnel Development
Quality Assurance

Student Services

Student Service Administration
Advisement/Counseling
Financial Aid Administration
Student Life
Recruitment and Admissions
Student Records

The goals set forth for each of these major divisions of the College are designed to be achieved in approximately 5 years. The short term goals which follow are more specific and are designed for achievement in a somewhat shorter time span, normally two years. The even shorter term objectives designed to be achieved during any given year were stated earlier in this document. Long term goals are given below.

Management

1. Improve conditions so that the institution makes maximum progress with the resources available. This progress is taken to mean improved governance, fiscal control, planning, research, and computing in order to use existing funds more efficiently. It further involves developing capacities for improved public relations, community relations, and private fundraising efforts with the end that additional resources will be brought in. Finally, this progress involves studying new building plans and taking appropriate action toward the efficient use of physical facilities.

Instruction

2. Provide instruction and instructional support so that students are served with occupational programs appropriate to the needs of the area and academic programs for those students wishing to develop in this area. Improvement and expansion of remedial programs for those in need, as well as the development of non-credit offerings designed to lead to social and economic competence and quality of life improvement are part of this goal. Library support of this instruction with particular attention paid to acquisition of material that (1) relates to curricula and (2) are appropriate to the clientele and to the distribution and use of these materials is a major part of this goal. Finally, to ensure that all constituents are served, the same services as are available to students at the main Fort Yates campus will be available to students who reside in the outlying areas.

Student Services

3. Provide support services to assure that students receive sufficient financial aid, advisement and counseling for their needs and recruit new students with access and expansion of constituencies as a goal. Student records will be computerized to increase efficiency in handling such records and the development of student life activities will be a high priority. As with instruction, the extension of all student services to individuals living in outlying districts is a major thrust.

Short Term Goals

Each of these longer term goals has been subdivided into a number of shorter term goals capable of being attained in shorter time frames. They are designed so that they "match up" with the longer term goals i.e. Management's Long Term Goal is numbered 1. All the shorter term management goals are designated with 1 and then an alphabetic designation so that the first short term goal under management is 1A, the second 1B and so on.

Management

1A. Govern the institution effectively so that focus is kept on mission fulfillment and so that the distinction between governance and management is clear.

1B. Manage finances for maximum control so that resources can be brought to bear where they are most needed.

1C. Plan effectively so that appropriate activities are undertaken and budgeting is consistent with the activities.

1D. Engage in institutional self study and in study of constituent communities with a research process that informs governance, planning and fiscal affairs.

1E. Inform College communities of activities and seek the advice of those communities in College development.

1F. Employ existing computing facilities and expand those facilities as needed to improve the efficiency of the College in appropriate areas.

1G. Raise funds from private sources so that dependence on restricted funding is reduced.

1H. Maintain and improve its physical facilities so the College can employ these facilities for its development.

1I. Achieve initial accreditation.

Instruction

2A. Administer instructional programs so that they are staffed by well-qualified personnel and so that quality is assured.

2B. Teach a range of academically-oriented programs so that students are assured a breadth of knowledge so that those who desire to may transfer to four year institutions.

2C. Teach a range of occupationally-oriented programs so students are assured depth of knowledge in chosen areas so that those who wish to obtain employment are prepared to do so.

2D. Teach a range of programs designed to (1) meet training needs of employers, (2) meet basic educational needs of area adults, (3) develop economic and social competencies and (4) enrich the lives of constituents.

2E. Provide all programs and the resources to support them to people who live in outlying areas so that access is assured for those who cannot travel to the main campus.

2F. Develop new occupational courses and programs as need arises in the area so

that manpower is provided for economic development.

2G. Integrate culturally-related material and methods so that courses and programs reflect the cultural reality of the area.

2H. Develop and implement plans for the future education of the faculty of the institution.

2I. Provide learning resources required to support the programs of the institution.

Student Services

3A. Administer student service programs to assure that they are staffed by well-qualified individuals and that services are delivered.

3B. Advise and counsel students to help them make appropriate career choices and chart a course to allow them to reach their goals.

3C. Recruit students for programs and administer an admissions process to assure access to all who can benefit from the College experience.

3D. Develop additional student activities in order to assure that students obtain an appropriately balanced educational experience including both curricular and extra-curricular options.

3E. Develop improved systems to maintain and update student records for the benefit of students and the institution.

3F. Serve students in outlying communities with all services provided at the main campus.

EVALUATIVE COMMENTS

Planning is, at best, a difficult process. And Standing Rock Community College has its share of those problems. It is difficult for a small institution to devote the concerted effort that effective planning really requires. SRCC has always seen the accreditation process as a means to develop the institution effectively. The development of the self study document has been a process in which all aspects of the institution have been discussed thoroughly with many constituencies. This discussion has provided a thorough evaluation of the functioning of the institution. And, even more so, it has provided the opportunity for constituents who may not have been heard to tell the College what they want it to be.

This experience may well have been the most significant planning experience that the College has involved itself in. Along with the work that had been done on planning in the past and the work that is anticipated in streamlining the planning process leads SRCC to the conclusion that it has organized its resources into the future in such a way that there is every assurance that the effective work of the College can continue.

CONCLUSION

This document has sought to show that Standing Rock Community College meets all the conditions for membership in the North Central Association. It has formal authority granted through the Standing Rock Sioux Tribe; it has a functioning governing body; it has a chief executive who is devoted full-time to that effort; it keeps financial records in a responsible way and has these records audited regularly; it provides enrollment for students in a general education curriculum, along with five occupational areas; it has admissions policies and procedures which are appropriate to the student body; and, finally, it has graduates who are demonstrating more clearly than any other fact about the institution that it is effective.

Further, there is an assurance that the criteria for membership will continue to be fulfilled. Catalogs will continue to reflect the work of the College accurately. Degrees will be awarded after students complete prescribed curricula. Support services will continue to be provided and management activities needed to do the work of the College will be carried out.

Standing Rock Community College seeks to join those other institutions which are members of the North Central Association in assuring to its students and its publics that it has a genuine concern for quality higher education.